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ABSTRACT

This manual is a workbook designed to prepare and help citizens' groups to campaign for equal education for children of both sexes in their communities' public elementary and secondary schools. The manual is divided into two major sections. Section I, "Planning Your Campaign," includes chapters on (1) goal setting; (2) analyzing the community, schools, and media; (3) designing a plan; (4) recruiting support; (5) publicity; (6) research; and (7) pressing for change. Section II, "Managing Your Campaign," addresses the issues of (1) structuring the campaign; (2) working effectively in groups; (3) management and planning for groups; (4) troubleshooting common group problems; (5) building a coalition; and (6) budgeting and fundraising. Appended are worksheets that enable local advocacy groups to organize their own information, an article on the need for equal education, a summary of Title IX regulations, a list of resource agencies, and several pages of camera-ready, copyright-free artwork which groups can use to create campaign materials. (GC)

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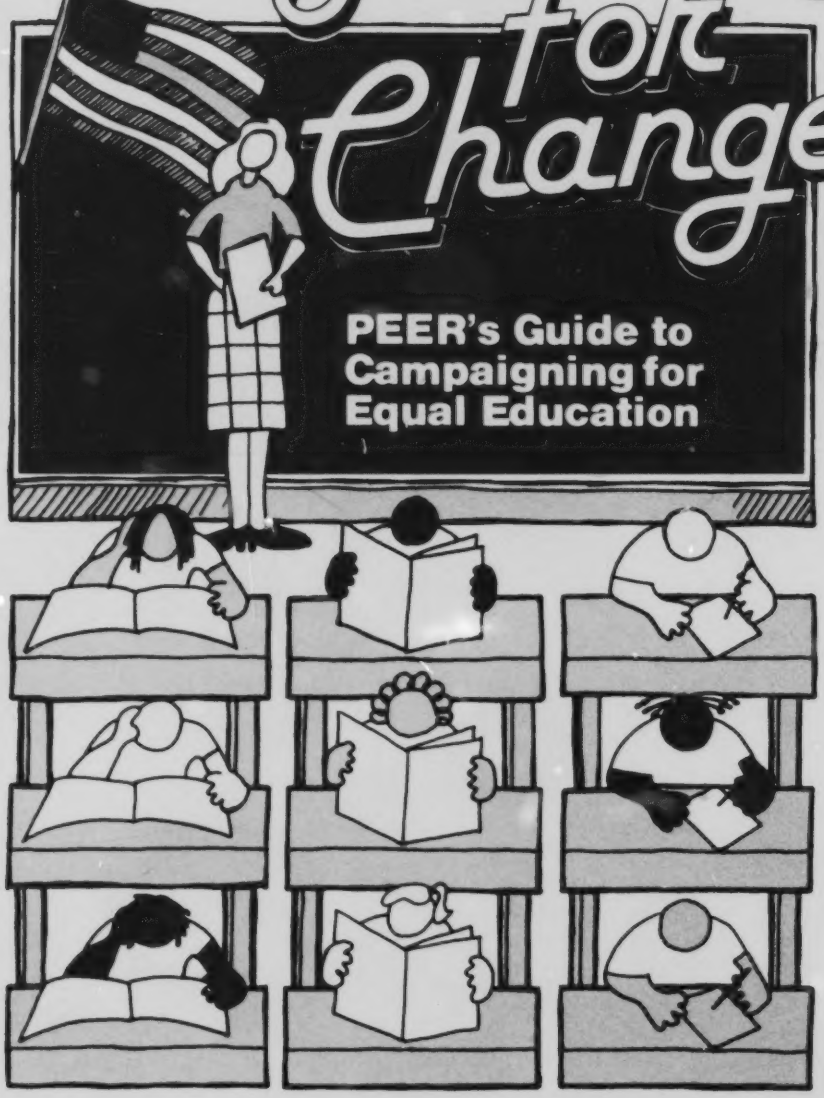
Organizing for Change



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PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund (NOW-LDEF). PEER provides information and training to help citizens and educators create better opportunities in school for children of both sexes.

As an advocate for sex-fair education, PEER works to see that laws against discrimination in education are actively enforced. Through its various publications, PEER reports new developments in government and the courts to citizens all over the country who oppose sex discrimination in education.

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Elizabeth Giese, PEER Michigan's director, synthesized the experiences of the hundreds of volunteers who worked on the original project from which this manual was drawn. She articulated many of the concepts in this manual. Jennifer Tucker organized and managed the manual's field test in four other states. All of those who worked on the forty-five community campaigns in Michigan, Iowa, North Carolina, Colorado, Connecticut, Wisconsin, and Maryland, can claim this manual as their own.

Several people helped write this manual. Maryann Millsap helped write Chapter 6, "Research," and Carol Blum wrote Chapter 5, "Publicity." Cynthia Burton wrote nearly all of Section II, "Managing Your Campaign," and Helene Lecar wrote the paper in Appendix II, "Why Equal Education Now?," and assisted with other drafts.

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With deep appreciation and thanks,
Lynda Martin-McCormick,
Chief Writer
September, 1982

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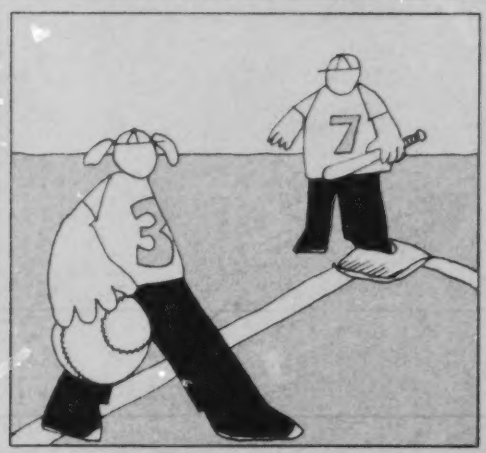
What's In This Book?



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What's In This Book?

June 23, 1982, marked the 10th anniversary of Title IX, the landmark federal law banning sex discrimination in most American schools and colleges.

Much has changed because Title IX was passed.

- A decade ago boys had 12 times as many opportunities as girls to play on interscholastic sports teams. Now the ratio is two to one.

- Ten years ago, many courses in public schools were routinely limited to students of one sex only. Children of the other sex who wanted to enroll were automatically excluded. Today, the number of girls studying electronics, auto repair, and data processing is growing. Boys are learning to cook and sew for themselves.

- Since 1972, the enrollment of women in law school has jumped 337 percent, in medical school, 296 percent, and in dental school, 1,011 percent. By ending restrictive quotas on admissions at every level of education, Title IX is helping thousands of young women to realize brave new dreams.

- More than a million teenage girls get pregnant every year. Before Title IX, many districts made pregnant students "disappear," either by expelling them from school altogether or by making them enroll in special classes away from other students. Today, these and other discriminatory practices are less common—and illegal.

Since 1974, PEER, the Project on Equal Education Rights, has been helping local community groups open up educational opportunities for girls and boys in their own home school districts: high schools, junior high schools, middle schools, and elementary schools. This manual has grown out of our experiences. We hope you can use it to run a successful campaign to enrich the school lives of the children in your community.

In the manual we outline a complete step-by-step process you can use to carry out a campaign for equal education in your area. This process has been successfully used many times by local citizens' groups, refined and built on.

The manual is a workbook. It contains worksheets into which you can plug information about your district. Using these worksheets, you can set concrete, winnable goals; find supporters to help you; and develop a strategy that will work to bring about change. PEER's commitment is to help you bring about the changes you identify as necessary, with the methods that work best in your area, and in ways that make efficient use of scarce resources.

PEER's Approach To Community Campaigns

All PEER community campaigns share the same four long-range goals:

1. to remove barriers which limit the learning opportunities of girls or boys because of their sex;
2. to help people in the community see why equal educational opportunities for both sexes are important;
3. to build widespread, active support in the community for equal education;
4. to build support among educators for equal education.

You will notice that the first goal is very concrete: to change a program, a policy, or a practice in the schools that channels girls in one direction and boys in another. This is a hallmark of PEER campaigns. They are **advocacy campaigns**, not **service programs**.

Why Advocacy Campaigns?

Advocacy campaigns promote actual changes in school systems to provide equal opportunity for girls and boys. As outlined in this manual, PEER campaigns are relatively short-term—six to nine months—and are designed to take a predictable amount of time, energy, and funds.

"Removing barriers which limit learning opportunities"

Service programs, on the other hand, are volunteer efforts to fill a gap in school programming—for example, programs to take students on field trips or to bring speakers into the classrooms.

We at PEER believe that volunteer projects by themselves can only reach a small number of the children who need help. Worse, they tend to fall apart after a short time simply because they depend on free help. In an era of many conflicting demands on people's time, this is risky planning. Our experience has shown us that the most important kind of help that volunteers can give to children is to push for permanent, system-wide improvement in the schools.

Building Community and School Support for Change

In most of the communities where PEER projects have been organized, people inside as well as outside the schools have not been resistant to change, but indifferent. Usually, people agree that all students should have an equal chance to learn anything they want. Most people believe that students should be limited only by their natural abilities. School people in particular tend to think that students do get a fair shake in their schools. They assume that any inequities in their schools are only minor problems, and that serious discrimination is taking place in the *other* schools in the state. Yet national studies repeatedly show that all school districts have at least some bias or discrimination in their programs. For example, nationwide:

- Only 13.9 percent of the country's students in traditionally male high school vocational programs are female.
- Only 17.6 percent of the nation's principals and assistant principals are women.
- Only 35.7 percent of the nation's high school interscholastic athletes are female.[1]

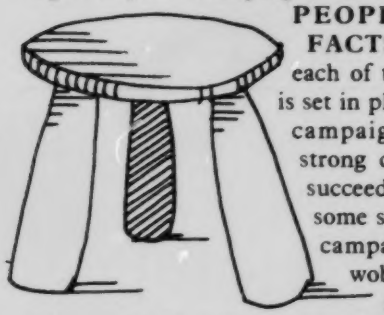
These figures summarize practices of thousands of school districts all over the country. Chances are pretty good that your school won't stack up much differently than

any other school in the state. (For a state-by-state breakdown, see Appendix 2 in this manual.)

Over and over, citizen campaigns have found that changes are more durable when people understand why they are being made and support them. This is true whether you're working to end water pollution, to get a better sports program for girls, or to return prayer to the schools. To achieve change, therefore, PEER campaigns focus a great deal on building community information and support—among school staff as well as parents—about the need for change.

The Three Parts of a Campaign

When we talk about campaigns, we often use the image of a three-legged stool. The three legs of your campaign are **GOALS, PEOPLE,** and **FACTS**. When each of these legs is set in place, your campaign has a strong chance of succeeding. If at some stage your campaign gets wobbly, you can shore things up by identifying the wobbly leg and reinforcing it.



CLEAR GOALS are important to focus yourself and others. For example, the goal "to bring about equality in the schools" is a fine long-range goal. It is too unfocused for an effective campaign. To be effective, a campaign must take on a very concrete and winnable goal.

Following is a set of concrete goals developed by a parents' group in Missoula, Montana:

- to increase the girls' basketball program from 3 to 5 teams;
- to increase the varsity sports' program for girls from 6 to 7 sports by adding power volleyball as a winter sport;
- to secure more qualified coaches for the girls' teams.[2]

Goals such as these have three advantages. The first is that school leaders will know exactly what you are asking of them, and in what time period. The second is that people in the community will understand their self-interest in your campaign, and they will be motivated to come and work with you. The third is that, having achieved one goal, your group can go on to build on success and develop another campaign if they wish.

PEOPLE are your power source. Active support from people in the community is crucial because it convinces educators that change is popular and important to the citizens who vote. The parent group in Missoula learned first-hand about the importance of people in their campaign. In the beginning of their effort, the school leadership put them off, hinting that they might not have much community support. When they turned out an overflow crowd and the local TV news crew for a meeting with the administration, they won the changes they sought.

FACTS are vital because they will help you understand clearly the problem that you are tackling, and they will help you convince others to support you. A well-documented case for change convinces community members that the changes you seek are beneficial. They convince school people that there is a real problem they should address. And they help you identify the best possible solution to the problem your campaign seeks to correct.

"People are your power source"

The Seven Basic Steps to Planning and Managing a Campaign

PEER campaigners usually follow seven steps in developing and managing a campaign.

The first three steps are carried out by an initial core group of eight to ten people who are highly motivated to see the campaign happen, in a series of 5 campaign development meetings.

1. **Set campaign goals.**
   These goals should be concrete. To develop a goal, we begin with "problem statements," or simple descriptions of the current conditions you wish to correct.
2. **Analyze the community and the schools.**
   See where you can find support and where you can expect resistance. This step also helps you think about what you'll need to do to melt resistance and to encourage action from sympathizers. In this step we map out important leaders, groups, and events in both the community and the schools, and map the influential media.
3. **Design a plan.**
   The most successful campaign strategies address both support and resistance. Using the analysis from Step 2, we will design strategies to work with recruitment of both organizations and volunteers to support your campaign; to mobilize school leaders in your favor; to publicize the campaign; and to prepare the research you need. Then we will create a work-plan and specific calendar of work to carry out these strategies. Finally, we will develop a budget and fundraising plan for the entire campaign.

"Recruit others to help"

The next three steps are usually carried out by individuals or committees and frequently include workers new to the campaign. (For a full description of campaign structure and committee formation, see **Section II, Managing Your Campaign**.)

4. **Recruit others to help.**
   Turn into active workers those who you think will support you on the campaign. Here you will use the strategy you designed in Step 3 to chart your course for recruitment.
5. **Publicize the campaign.**
   Publicity is a powerful way to get your message out to the community and to the schools. Again, this is the time to implement the strategy developed in Step 3.
6. **Research the schools.**
   As with many of the steps, research occurs before, during, and after the campaign. The important reminder here is: refine and target your research so that it is relevant to *this* campaign's goal.

This last step is carried out by campaign leadership.

7. **Press school leaders to make the changes you seek.**
   At this point the goal is to generate enough political support and pressure to make changes happen, and then monitor these changes to insure they become a permanent part of the school system.

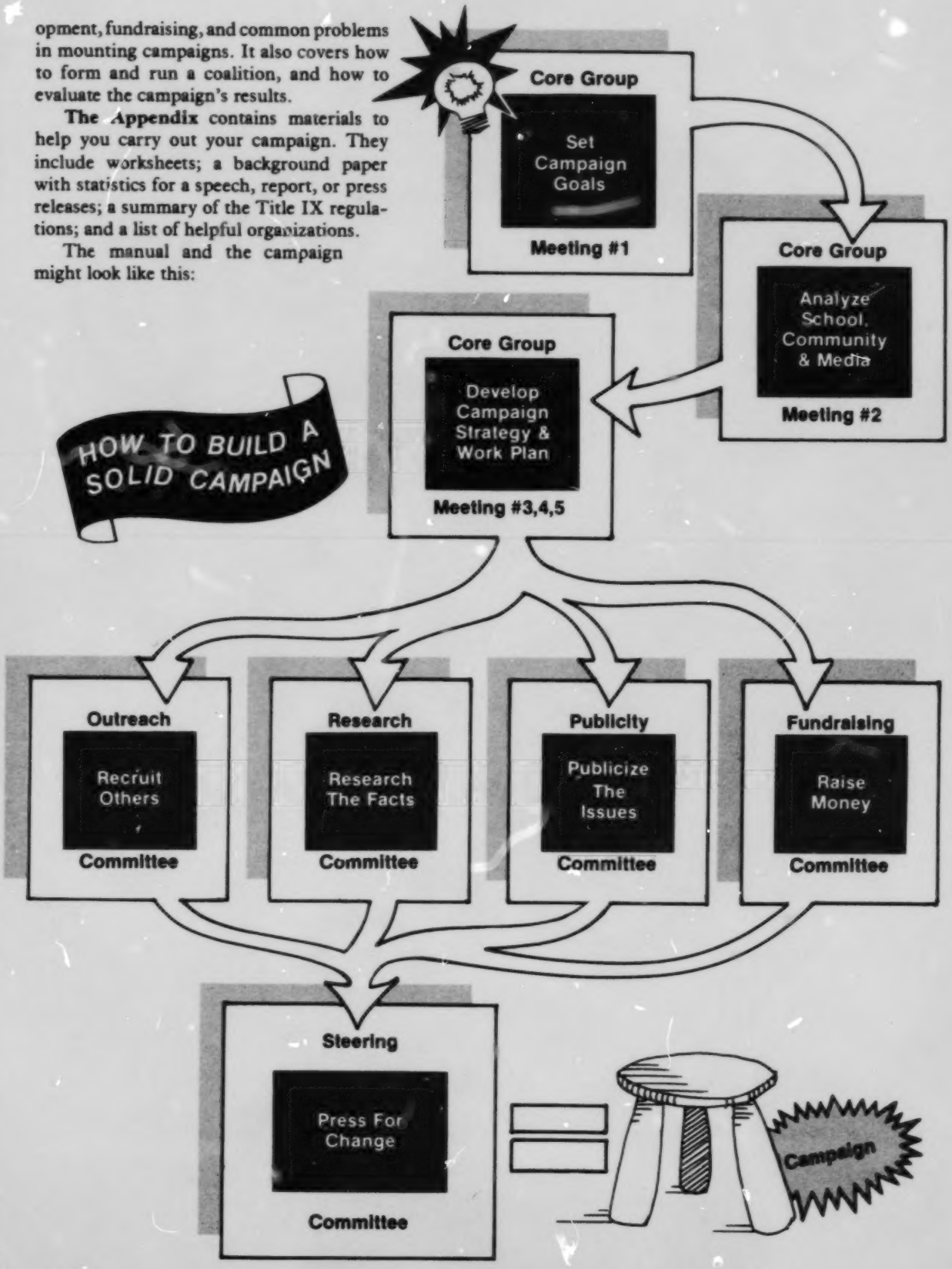
The first half of the manual, **Section I: Planning Your Campaign,** contains seven chapters organized around these steps. At each step the manual lays out the decisions that your group will face and provides guidance for how to make them.

Section II: Managing Your Campaign, covers basic information on group process, committee structure, budget devel-

opment, fundraising, and common problems in mounting campaigns. It also covers how to form and run a coalition, and how to evaluate the campaign's results.

The Appendix contains materials to help you carry out your campaign. They include worksheets; a background paper with statistics for a speech, report, or press releases; a summary of the Title IX regulations; and a list of helpful organizations.

The manual and the campaign might look like this:



General Instructions For Use of Chapters 1, 2 & 3

In these three chapters we will walk through the first three steps of PEER's "Seven Basic Steps to Planning and Managing a Campaign." We urge you not to underestimate the value of mapping out a campaign in advance. Bad planning can ruin the best of campaigns. We hope that the process we suggest will help avoid common pitfalls and provide a solid approach to effecting change.

The following three chapters are designed to be used together. They describe a series of meetings which we suggest you use as your planning process. It should provide a firm groundwork to developing your campaign.

The Planning Meetings

Meeting Number	Meeting Agenda	Manual Chapter	Estimated Time
1:	Setting Your Goal	Chapter 1	2 hours
2:	Analyzing Your Community, the Schools, and the Media	Chapter 2	3-4 hours
3:	Designing the Plan, Part A: Develop Strategy to Build Support and Decrease Resistance	Chapter 3	3-5 hours
4:	Designing the Plan, Part B: Develop the Workplan and Calendar	Chapter 3	4-5 hours
5:	Designing the Plan, Part C: Develop a Campaign Budget and Fundraising Plan	Chapter 3	3-4 hours
			15-20 hours

The Planning Meetings

We suggest you break the initial planning process into five meetings. These five meetings correspond to the first three chapters, as shown below left.

Schedule the meetings close together so you don't lose momentum. Planning will take a lot longer when you have to spend time reconstructing what you did at the last meeting.

For information on tools and techniques to make your work flow as smoothly and efficiently as possible, read Section II before beginning your campaign work.

Why These Timeframes?

Six hours is the maximum efficient planning time people can work at a stretch. After that, productivity lags and people work less harmoniously with each other. Therefore, while the times allotted can vary, they are designed to get out the best possible group work.

Fifteen to twenty hours may seem like a lot but our experience shows this is a realistic estimate. In fact, in a group new to each other, you may find yourselves needing more than one meeting for goal setting. The reason for this is that groups need to allow time for people to get to know each other before they can work well together.

While it is possible to achieve three hours of good work on a weeknight, more than that requires fresher people and more flexible time. Therefore, we suggest that you plan to spend part of a day on a weekend for Meetings 3 and 4, and possibly for Meetings 2 and 5.

How Many People Do We Need?

Ideally, you will need eight people to complete the planning process together. ***This is the campaign core group, or planning committee.*** Later on in the campaign, this core group often becomes the Steering Committee, in charge of policy decisions for the campaign.

Eight people can operate informally and creatively—necessary ingredients for good planning. Also, a core group of this size can start working on the campaign immediately after completing the planning, so that you will begin to see results right away. Quick results are a sure way to get and keep people interested and involved in the campaign.

The planning process can be done by fewer than eight people. However, we recommend beginning with no less than four, since dropouts can be expected.

Your entire core group should attend all the design meetings. Essentially, these meetings set policy for the entire campaign and you will need firm agreement in your group on these decisions.

Meeting preparation is critically important. Everyone should read the appropriate manual sections prior to the meeting. ***The meetings will take longer*** if you do not prepare.

Why Agendas?

You may feel your group knows what needs to be done so well that you won't need to use agendas. However, we find that there are good, solid reasons for being meticulous about setting and using agendas. In fact, we suggest posting agendas on flipchart paper on the wall so that everyone can see them. Clock times—for example, 10:00-12:00, rather than "two hours"—help everyone stay on schedule.

Agendas also help you see whether you are being efficient and planning well. If meetings are taking longer than you expected, you can evaluate whether you are under-estimating time, or whether you are wasting it.

Meeting Facilitator and Other Helpers

You will need to appoint a facilitator to conduct each meeting. This responsibility can be rotated or remain with the same person (again, for a full discussion of all these aspects of group process, see Section II).

The facilitator's job is to lead the group through the agenda. S/he should take special care to be fully prepared with the manual material for the meeting. Therefore, appoint each meeting's facilitator at the end of the previous meeting.

We recommend you also appoint a recorder to keep track of good ideas on flip chart paper, and a timekeeper to help keep the meeting on track.

Planning Methods

Throughout the manual and particularly in the initial planning process, we will be using two main techniques for working as a group. They are ***brainstorming*** and ***modified voting***.

Brainstorming.

Brainstorming is a way of bringing out each person's creative ideas quickly and effectively. Here are several suggestions for making brainstorming effective.

- Go around the group in a circle, each

"The campaign core group"

person giving one idea.
- Repeat the go-around until all ideas are exhausted.
- If you have no idea, simply pass.
- List as many ideas as possible.
- Absolutely no criticism of an idea is allowed. Criticism stifles creativity.
- Ideas can be as crazy and extravagant as possible. You will evaluate them later through modified voting.
- Move as quickly as possible.
- Set a time limit. People brainstorm better under pressure.

Modified Voting.

Modified voting is a way of helping the group decide efficiently which ideas they are going to adopt. This is the phase where you will analyze, criticize, and judge the worth of the ideas you have come up with as a group.

Suppose you are trying to choose among three ideas on how to kick off a campaign:
- hold a press conference
- hold a community meeting and invite the press to cover it
- send out press releases.

One way to quickly elicit each person's opinions about each idea is to identify the important criteria or goals that must be considered. In this case, for instance:
- probability that the press will run the story
- amount of work required to carry out the idea
- when you want the story to run.

Use the following scale throughout the campaign planning process.

Criteria Scale

5 = fits criteria/goals extremely well, a perfect example of this criteria

4 = fits the criteria/goals very well, an almost perfect example

3 = fits the criteria/goals moderately well with one or two important exceptions

2 = fits criteria/goals poorly

1 = does not fit criteria/goals

The group can get a clear sense of how well each option fits any one criterion by totaling all the points or votes each option receives. Total the points received to see which option the group thinks is the best choice overall.

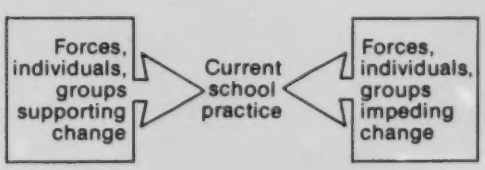
Modified voting is useful for getting input from the entire group. No one person's opinion counts more than another's. The technique shifts the focus from "right" or "wrong" answers to group decision-making about the best choice. And it helps structure your deliberations so that you weigh all the factors in an organized fashion.

If your group chooses not to use modified voting, then use a simple discussion method. We suggest structuring the discussion to avoid rambling. Allocate 15-20 minutes for assessing each criterion. Before moving onto the next criterion, summarize the discussion to make sure the group agrees with the summary. Try to get consensus about which issue fits the criterion best, second best, etc.

However, we strongly recommend the use of modified voting as a crisp, clear method of arriving at group decisions.

Force Field Analysis

Force field analysis is a tool for understanding where your primary support and your major opposition lie. Imagine that the present school situation on your issue is the result of a balance of forces supporting and impeding change.



When each side pushes with equal or nearly equal force, nothing moves. If you only rally people who already understand the need for change, you will increase the force on your side, but you may also create a backlash.

Force field analysis helps you understand exactly where and how much force is being exercised by opposing forces. It also helps you look at where you can work to decrease opposition as well as increase support. You can achieve more, with less effort, if you think about ways to reduce opposition

as well as win support.

The technique of force field analysis was developed by a social psychologist, Dr. Kurt Lewin. He believed, as we do, that the current condition is not an unmovable fact of life. Rather, it is a result of a balance of forces pushing in opposing directions. Once you have mapped out the force field your campaign is operating in, you can develop strategies for mobilizing your supporters and neutralizing your opponents.

This Manual Is Flexible . . .

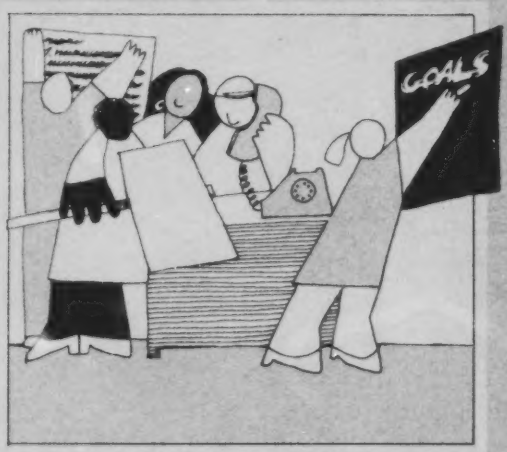
We realize that schools and communities vary widely. Some of our suggestions will fit your group; others won't. There is plenty of room for new ideas. If you come up with an approach that works well for you, let us know and we'll pass it on to others.

Footnotes

[1] Data compiled from government and private association sources for PEER's 1982 National Silver Snail Award. See Appendix 2 for a copy of the Award report and full citations of the data sources.

[2] From *In the Running* (Fall 1979), a publication of the SPRINT Project of the Women's Equity Action League (WEAL), Washington, D.C. WEAL is a national membership organization that works for the legal and economic rights of women. Information about Title IX and athletics is available through WEAL membership.

Setting Your Goal



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Setting Your Goal

We cannot overemphasize the importance of this first aspect of your campaign. We understand that sex equity campaigns are usually created by people with patience, diligence and attention to detail. In addition to that, campaigners are frequently people of courage and vision. One important ingredient for a successful campaign that sometimes needs to be added is *urgency*. Sex equity issues are not, in themselves, matters of crisis. Rather, they are on-going routinized ways of dealing with school systems. Community people and educators are often not in opposition, they are indifferent.

To set your goals, your group will need to develop problem statements of the current situations you feel need to be corrected. You will need to decide which of these problems are most important to your group, and which you feel can be changed within the campaign time frame, six to nine months. Finally, you will choose the one problem that your group wants to work on *now*. You will then develop your campaign goal.

All this is the business of Meeting #1. An agenda for your first planning meeting follows.

AGENDA FOR MEETING #1

Setting Your Goal

1. Brainstorm possible campaign problem statements	30 minutes
2. Discuss problem statements	60 minutes
3. Conduct modified voting to rank problem statements	15 minutes
4. Choose priority problem statement and develop campaign goal	15 minutes
	2 hours

Meeting #1
Setting Your Goal

Task 1

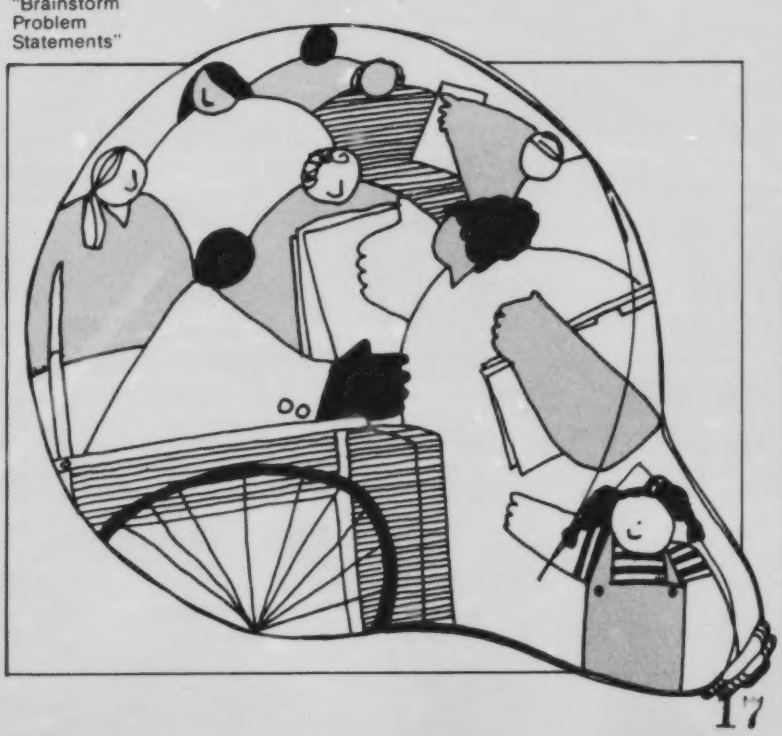
Brainstorm Problem Statements

State each issue as a problem, not as a solution. At this point you should not assume you know how to solve the problems you identify. There may be better solutions than the ones you advocate. As you develop cooperation with the schools, you may come up with a joint solution that is preferable to anything you think of now.

At this stage, it is best to look carefully at the way things are done now (the problem). For example, here are several typical problems standing in the way of equal opportunity:

- most physical education classes are still single-sex, despite a school policy against single-sex classes;
- most students taking shop classes are boys; most students taking home ec are girls;
- girls still consider mostly traditional female jobs when thinking of their own futures;
- the shop teacher doesn't like girls in his classes;
- two girls' teams were cut because of budget problems; only one boys' team was cut.

"Brainstorm Problem Statements"



Task 2

Discuss Problem Statements

Not every problem makes a good campaign issue. There are problems that people feel very deeply about—but correcting these problems will not result in concrete change that will really improve people's lives. For example, in one community boys' baseball teams were provided caps by their school, while the girls' softball team members had to buy theirs. This is indeed clear discrimination and prohibited by law. However, it will be difficult to mobilize widespread community support for working on this issue.

A second example: in many places graduating senior girls are required to wear white graduation robes, whereas the boys wear black. Again, the people most affected and motivated by this issue are the students and the parents of the seniors.

Later you will do a fuller process of developing strategy on how to mobilize people, but for now you will want to consider your problems in the light of the following criteria. A discussion of each of these criteria follows.

Criteria for Problem Statements

- Does this issue affect many people?
- Will working on this issue result in concrete change?
- Are our campaign goals realistic?

These criteria were adapted from the Midwest Academy's publication, *Direct Action Organizing II*, by Heather Booth. Copyright by the Midwest Academy, 600 West Fullerton, Chicago, IL 60614. Cost $2.25.

What Makes A Good Campaign Problem?

The problem affects many people.

If many people will gain from the changes you seek, you will have more active supporters and a better chance of getting school administrators to respond. The narrower your focus, the fewer people will care. For example, if you want to get better equipment for the girls' softball team, you might want to expand your campaign to cover all the girls' sports with second-rate equipment. This broader focus gives you more people who might care about your campaign.

Fixing the problem will result in concrete improvements.

Usually, people do not care about an issue until they see what they stand to gain. How you answer the old question "What's in it for me?," will make or break your campaign. This is illustrated vividly by campaigns that mistakenly set indirect goals such as in-service training for teachers. Although in-service training is critical to making long-lasting changes, it is too nebulous to rally support for all by itself. Imagine trying to get the newspapers to write stories about a campaign with this goal. Better yet, imagine trying to recruit parents to come to meetings or lick envelopes for in-service training on sex equity!

The goals are realistic.

Many people feel powerless facing institutions of government, like the schools, especially in big districts. "You can't fight city hall," they say, and they lose heart. To attract support, you have to pick goals that give you a fighting chance to win. For example, if your school is nearly bankrupt, new sports teams for girls may be wishful thinking. Retaining the coaches for existing teams may be a realistic goal.

Task 3

Use Modified Voting to Rank Problem Statements

Rate how well each of the problem statements fits the first criterion; then go on to rate all of the issues on the second criterion; then the third; and so on. Your rating should look like the worksheet on the following page. The guidelines for modified voting are in the Introduction under "General Instructions For Use of Chapters 1, 2, and 3."

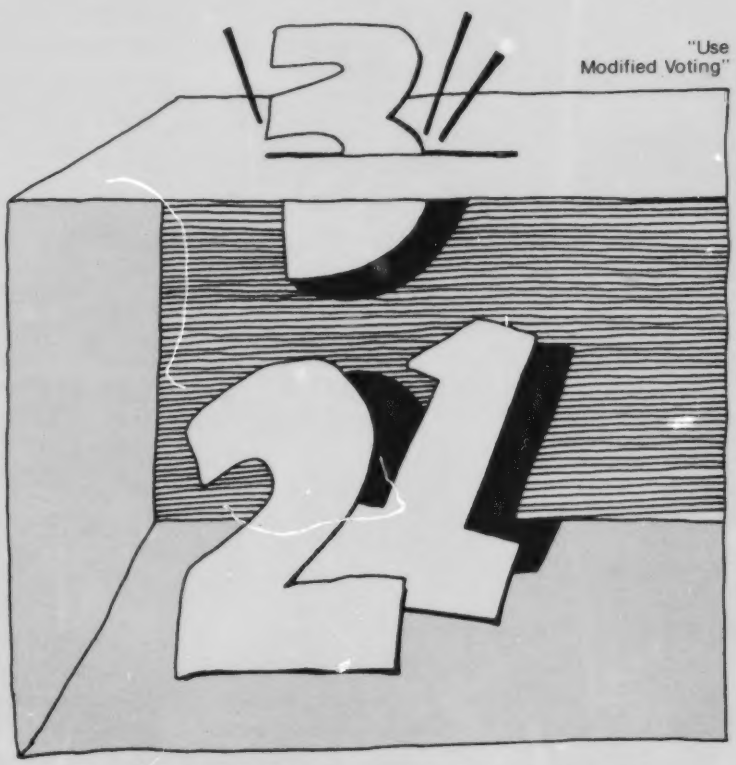
Task 4

Choose Priority Problem Statement and Develop Campaign Goal

In the example we began with, the problem with the highest score was the school's single-sex physical education classes.

The enrollment problem in shop and home economics also scored high in this example. This often occurs. In order to choose between two or more issues, the group needs to consider ***motivation*** and ***feasibility***.

Motivation simply means considering what the group wants to work on. This is an important question since money—a strong motivator in the work world—is absent in volunteer efforts. Motivation in your group may include the desire to learn new skills or gain volunteer experience to strengthen a career. Self-interest on this level is a fine motivator and should be encouraged provided it also enhances the campaign.



Feasibility means considering which problem offers the best chance of achieving results quickly, given the group's resources, the school calendar, and expected community and school responsiveness. Pick a problem for which you think you can achieve at least some solution during the current year, with the resources—the people and the time—you now have. Planning conservatively to start will help insure that the campaign succeeds.

Motivation

- Which problem interests us most?
- Which problem are we willing to spend our time on?

Feasibility

- Which problem can we hope to achieve some success in the school year?
- Which problem can we hope to achieve some success on with the resources we now have on hand?

SAMPLE

Worksheet For Setting Campaign Goals

TASK 1	TASK 2					TASK 3
Problem	Affect Many?	Total Score	Concrete Improvements?	Total Score	Realistic?	Total Score	Overall Score
Single sex p.e. classes	5-5-5	15	4-5-5	14	4-4-5	13	42
Sterotyped enrollments in shop and home ec	5-4-4	13	5-5-4	14	3-2-3	8	35
Girls still planning for sterotyped careers	3-4-5	12	2-2-2	6	2-3-4	9	27
Shop teacher doesn't like girls in his classes	5-4-3	12	2-2-2	6	1-2-2	5	23
2 girls' teams cut	2-3-3	8	5-5-5	15	2-2-1	5	28

Note: This example was done with only 3 people. Ideally your group should have between 4 and 8 people.

A blank copy of this worksheet is in Appendix 1.

Developing Your Campaign Goal

Once your priority problem has been decided upon, you can develop a campaign goal. You will draw upon your problem statement to do this. For example, if your group decided to work on the first problem in the sample, "most physical education classes are single-sex," then a concrete, achievable goal could read:

> To achieve at least a 60%-40% mix of students by sex in most physical education classes by the beginning of the next school term.

Remember that it is your goal that will attract people to your campaign. Again, your *methods* will be developed later in your planning process, and should remain flexible enough to allow for sincere cooperation on the part of school officials. Tailor your goal to your community. You can now begin to think of ways to bring out the benefits to everyone of your particular campaign goal. For instance, "girls and boys who play together now learn how to cooperate for life."

If You Don't Know Enough Yet to Choose a Specific Goal

If you don't feel comfortable picking a specific problem statement, you can still work toward an equal education campaign. You can begin with a general review of school practices. This review, or assessment, will tell you where the problems are, and therefore where an action campaign should be focused. Most of the groups in PEER's Michigan projects began this way, assessing school efforts to end sexism across a wide range of specific topics.

The best resource for identifying the kinds of questions you should ask in general review is *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.** Chapter 6, "Research," contained in this manual will also help you design and carry out a review.

Whether you do a general review or you target a specific problem, you will still need to organize your support to get the job done. The rest of the manual will help you do that. Go on to meeting #2 to begin planning strategies to make your assessment successful.

This is the End of the First Meeting.

SAMPLE GOALS

Sports

- Add junior varsity basketball to girls' sports.
- Make soccer a coed sport.
- Get new equipment for the field hockey team.
- Change the game schedule so that girls' varsity basketball can play in the big gym on Friday night.

Curriculum

- Increase enrollment of girls in advanced math courses from 15% to 30%.
- Increase enrollment of girls in technical vocational education courses by 20%.
- Make home economics classes required for both boys and girls.

Counseling

- Get the counseling department to hold a career fair for junior high school and high school students that is non-biased.
- Substitute a non-biased career inventory test for the current biased test.

Employment

- Increase the number of women principals from two to four.
- Get the school district to develop an affirmative action plan.

* *Cracking The Glass Slipper* is available through PEER, the Project On Equal Education Rights, P.O. Box 28066, Washington, D.C. 20005. (202) 332-7337. Cost: $7.50.

Analyzing the Community, Schools and Media

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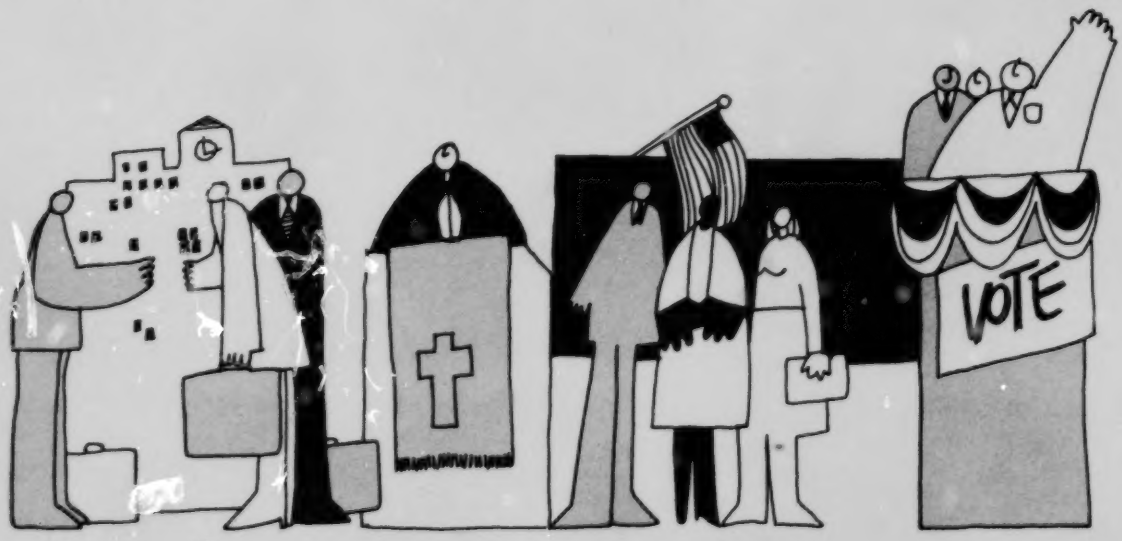
Task 1: Force Field Diagram for the Community • 18
Task 2: Force Field Diagram for the Schools • 23
Task 3: Force Field Diagram for the Media • 26
Task 4: Pulling the Maps Together • 28

Analyzing the Community, Schools and Media

The next phase of your campaign process is to map out the forces working for and against the changes you seek. This is the second meeting in the planning process. An agenda is shown on the following page.

A campaign seeks to mobilize the forces supporting change and neutralize or win over the forces opposing change. We suggest that you analyze separately each of the three most important power sectors affecting local schools: the schools, the community and the media. The entire group should go through the process once together. This should take between 3 and 4 hours. We have added more detailed instructions under each separate force field. Inevitably you will find several important holes in your information. Identify the most important pieces of information and assign people to collect them—quickly. We suggest that no more than one week be spent on gathering new information. Then come back together to plug in the holes in your analyses. You can use the first part of Meeting #3 to do this.



"Community Leaders: Business, Religious, Educational and Political"

Meeting #2
Analyzing the Community, Schools and Media

AGENDA FOR MEETING #2

Analyzing the Community, Schools and Media

		Estimated Time
Task 1:	Develop force field diagram of community groups, leaders and events • Brainstorm key groups, leaders, events • Rank through modified voting • Consolidate information for community force field	45-60 minutes
Task 2:	Develop force field diagram of school leaders, administrators, educators—and events • Brainstorm key school leaders and events • Rank for decision-making power and accessibility through modified voting • Chart school force field diagram	45-60 minutes
Task 3:	Develop force field diagram of local media outlets • List significant media outlets • Identify contacts • Sort into supportive and unsupportive media • Chart media force field diagram	45-60 minutes
Task 4:	Consolidate the diagrams and discuss their implications	45-60 minutes
		3-4 hours

An effective analysis of your community, the schools and your local media includes looking at leaders, organizations, and events for each of these groups. In this meeting, use force field analysis to carry out these analyses. Then consolidate the diagrams developed in each of the three force field analyses to discuss the implications. An agenda for the second planning meeting is shown at left.

The Force Field Analysis

We suggest creating three separate force field diagrams for the three most important power centers in local school systems: ***community groups***, ***the school staff***, and ***the local media***. After you have mapped out the forces in each sector, ***then summarize the supporting and impeding forces in one overall force field map***. The more concrete you can be, the better your campaign will be focused, and the less people will be confused about what you are doing and why. Once you have completed the mapping process we will go on in Meeting #3 to decide on campaign strategies.

Task 1

Force Field Diagram for the Community

Expanding the Group Beyond Your Friends and Identifying Resistance

We have all heard complaints about how "the same old people are always doing all the work." We may have been the ones doing all the complaining. If so, there is only one reason why: the core group is not getting other people involved. For those of you reading this manual who want to be successful organizers, we cannot stress this point enough. There is a big difference between a community campaign and a few friends getting together. And the difference between a good organizer or agent of change and a well-meaning volunteer is that an organizer works hard to get new people involved. An organizer realizes that a few friends getting

together may persuade the district to do a few things. But in the long run, they know that broad-based support is absolutely necessary to create enough power to generate real action on the part of the school district.

Brainstorm Key Groups

Look at your own core group. Which key racial, ethnic, economic or geographic groups in your school district's population are missing? Are there any men in your group?

Chapter 4 will help you develop ways to contact and involve new people and groups. Right now, as part of your force field analysis, identify the missing key groups, and list organizations and leaders who can mobilize them. Use the brainstorming technique to elicit everyone's ideas. We suggest listing them on newsprint so that everyone can see them. This avoids repetition of names, and gives everyone a sense of how many contacts the group has.

There are some categories which people usually think in:

- Women's rights organizations
- Civil rights organizations
- Disability rights organizations
- Education organizations
- Labor unions
- Church groups
- Youth groups
- Service groups

Some organizations will fit more than one category. Don't worry about cataloging them. This list is simply meant to trigger your collective memories. Another list which you might find helpful is:

- the three largest membership organizations which work on local education issues
- the last organization to win a major campaign to change the schools in some way
- groups you have wanted a chance to collaborate with
- groups in which you are a key participant

Rank Community Groups

Now identify the most powerful community organizations for this campaign. These groups are top priority—that is, most important to involve immediately. You can define a group's importance in several ways. We suggest the criteria below. On the following page is a sample worksheet for a campaign on vocational education courses.

Criteria for Community Groups

- **Community standing and credibility**
- **Size of membership**
- **Closeness of your goal to the organization's central concerns.**

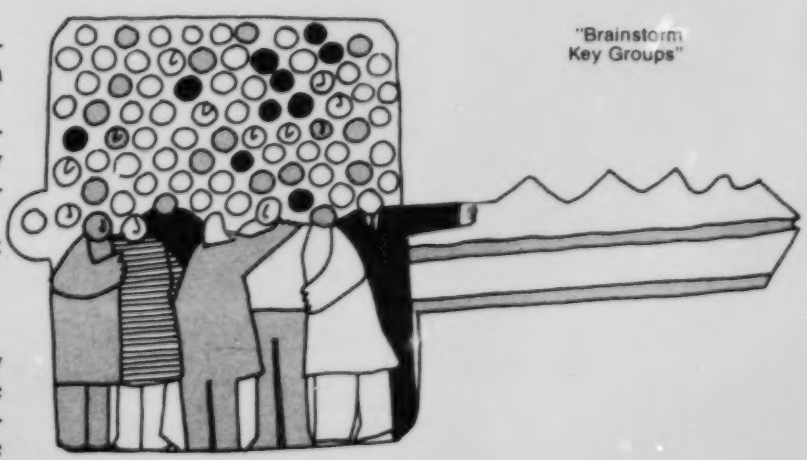
Brainstorm Community Leaders

Now, do the same two tasks—brainstorming and ranking by criteria—for individual leaders in your community. Leaders who are sympathetic to your goals can give you political respectability by linking your campaign to the established power network. In addition to the prestige of their own membership, they offer you access to other powerful people and can provide you with topflight legal, financial or technical help.

Think about supporters and opponents among:

Political Leaders

- The Mayor?
- City Council Members?
- Your Congressperson?
- State Representative?
- The local head of the party with the majority of seats on the school board?



"Brainstorm Key Groups"

Business Leaders

- Anyone active in the local business groups, such as the Chamber of Commerce?
- Leaders in the community's largest employers?
- Business people who are also active in the schools now (head up booster clubs, work on bond issue drives, are on committees in other organizations with the superintendent, etc.)?

Education Leaders

- Local college presidents?
- Education department heads?
- Teachers' union leaders?

Religious Leaders

- Anyone active on civil rights issues in general?
- Anyone active in community affairs? Projects to improve the quality of life in the community?

SAMPLE

Worksheet for Community Groups

Group	Credibility	Size	Central	Total Score	Pro/ Con/ Unknown
League of Women Voters	5	5	4	15	Pro
American Assn. of University Women	4	3	5	12	Pro
National Organization for Women	4	5	4	13	Pro
YWCA	5	2	3	10	Pro
National Council of Negro Women	5	2	4	11	Pro
NAACP	4	3	4	11	Pro
PTA	5	3	1	9	Pro
Citizens for Quality Education	3	1	4	8	Con
Amer. Federation of State, County, and Municipal Employees Chapter	3	5	1	9	Pro
AFL-CIO Chapter	3	5	1	9	Pro
Voc Ed Advisory Council	2	1	4	7	Unk

A blank copy of this worksheet is in Appendix I

Note: Some of these questions will not be relevant for your campaign. These are meant simply to get your own creative juices flowing. The goal is to help you think about potential allies in places you might not usually look.

Rank Community Leaders

Use modified voting to sort out the most powerful and important leaders for this campaign. We suggest that the group identify the criteria for this particular voting round. Suggestions include:

Criteria for Community Leaders

- How closely involved are they in this issue?
- Would being identified with this campaign help them achieve something they want? (Recognition as a politician who is responsive to their community? Business people concerned about the quality of community life?)
- Do they have children who would stand to benefit from this campaign?

Brainstorm Community Events

Finally, in addition to looking at the groups and people in your community, you need to look at what else is going on in your community besides your campaign.

You may have other major issues which are erupting at this time. For example, one community we worked with was in an uproar over sex education. That group had to be very careful to separate the issue of sex equity from sex education. (For one thing, they found another name for their goals.)

At the same time, there may be something going on which you can hook up with. For example, poor math and science training was a big concern among business leaders in one of the states we were working. Several articles had appeared in the newspapers, and several joint business-school networks were active at the state level. A community group we worked with decided to capitalize on this interest at the local level.

Discussion questions for community events.

Below are some questions to consider as a group. They are meant to spur your thoughts about events in your community, so don't feel obligated to answer ones that seem irrelevant. And, of course, add any questions that aren't here. Once you have completed this discussion, list the two or three top events which the group feels will affect the campaign's chances of success. Unless there are many important events in your community at this time, you will probably not need modified voting to make these decisions.

- Do you think the community is generally proud of the public schools or dissatisfied with them?
- What are the community's biggest concerns about the schools right now? (Another way to ask this is, "What were the main issues in the last school board election? How heated was the election?")
  - — school closings
  - — school busing
  - — bilingual education
  - — special education for the disabled
  - — budget cutbacks
  - — youth unemployment rates
  - — graduates unable to read
  - — teenage pregnancy
  - — student performance on standardized tests
  - — drop-out rates
  - — drugs, alcoholism among teenagers
  - — truancy, vandalism, discipline in school
  - — students leaving the public system for private schools
- Does your community vote in favor of tax increases to support the school system? Was the last school tax referendum voted in?
- Public support for the schools can be shown through attendance at school board meetings, participation in PTA/PTO, attendance at parents' nights and/or teachers' meetings with parents, activity in parents' booster clubs, special programs supported by volunteer help

or donations from the community. How active are the parents in your community schools?

Consolidate Information onto a Force Field Diagram for the Community

Now summarize all of the data you have collected so far onto the force field diagram.

You can use arrows to indicate the degree of force, making longer arrows for groups, leaders and events that scored high on your worksheets, and shorter arrows for those that scored lower. Visual devices like this will give you a clear picture of why your problem is staying in place.

The force field diagram for this example would look like this:

SAMPLE

FORCE FIELD DIAGRAM #1: The Community

Groups in Support	Score/ Strength of Force	Score/ Strength of Force	Groups Impeding
Problem/Current Condition			
League of Women Voters	15	8	Citizens for Quality Education
National Organization for Women	13	7	Vocational Education Advisory Council
American Association of University Women	12		
National Council of Negro Women	11		
NAACP	11		
Young Women's Christian Association	10		
American Federation of State, County, and Municipal Employees	9		
AFL-CIO	9		
PTA	9		
Leaders in Support		**Events Impeding**	
City Council Representative		School board just cut next year's budget	
Congressperson Smith		50 teachers laid off	
Events in Support		Most of our supporters are busy with other projects now	
Increase in job opportunities in technological fields		Few people know what Title IX is	
IBM building new plant in our area			

A blank copy of this diagram is in Appendix I

Task 2

Force Field Diagram for the Schools

School Politics are Different from Electoral Politics

Before you begin mapping the support and resistance within your schools, we would like you to think about the differences between elected power centers and bureaucratic power centers. The school board and the town council are elected power centers. The school administration is a bureaucratic power center. Citizens can influence policy at many points in the elected power centers. Their power as voters has more direct, immediate impact. In effect, they hire and fire at the voting booth. Bureaucracies are less vulnerable to pressure, for one important reason: administrative officials are appointed, not elected. Their jobs are directly controlled by the school board and the town council, who in turn must answer to the voters.

Because of this distribution of power, school decisions are made by people who often feel answerable to their superiors, not to the public. It is important to understand thoroughly the power structure in your schools. Knowing who is in charge of what and what you can expect from them will help you cut through the inevitable attempts to delay or derail your campaign. At the same time, understanding exactly what kind of power you wield will help you minimize the frustration that citizen groups so often feel when attempting to influence their schools.

Brainstorm All School Administrators and Educators

List all the people and groups in your schools that will have a stake in the outcome of the campaign. Think about:

- School board members
- School superintendent
- Other school administrators
- Teachers
- Other professional staff
- Students

Sort Out Key Actors with Modified Voting

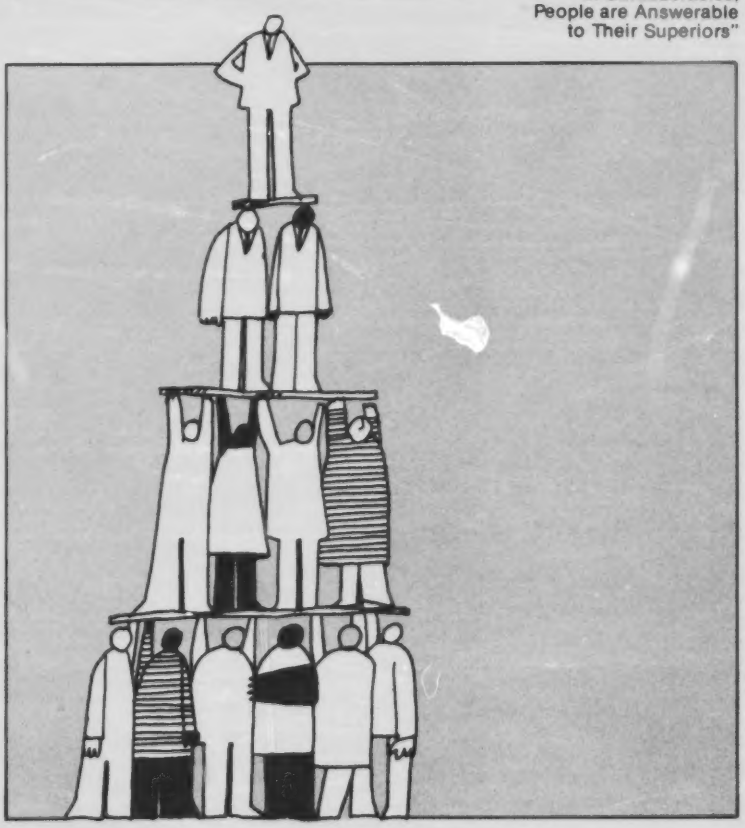
When you have identified all of the people, use modified voting to sort out key actors from peripheral ones. Make a table like the one on the next page. This is a very rough gauge of the relative importance to your campaign of various people and groups within the schools. Use it to decide which friends to attract, and how much energy you need to spend countering resistance from any particular person.

In our vocational education sample, the worksheet might look like the one on page 24.

Criteria for School Leaders and Groups

- How much power does this person or group have to make decisions on our goal?
- How directly accessible is this individual or group to citizen groups?

"In Bureaucracies, People are Answerable to Their Superiors"



Sort Out Key Supporters and Map Force Field Diagram

The next step is to sort out your supporters from those who are resisting change. As we mentioned earlier, this may be an area of needed research—your group may not know the position of every key actor. In this case your group may decide to assign research tasks to group members to identify their positions before you can complete the School Force Field Diagram. You should have the information by the following meeting so that you can plug it in quickly.

Brainstorm School Events Likely to Affect Your Campaign

Look again at the questions about the schools in the community analysis section. This time, think about them from the point of view of the school administration and faculty. Use the criteria on the next page in your discussion.

SAMPLE

Sample Worksheet for School Leaders and Groups

School Group/Leader	Power on Issue	Accessibility	Total	Pro/Con/Unknown
School board president (#1)	4	3	7	Con
School board member #2 and chair of budget committee	3	4	7	Con
School board member #3 and chair of curriculum committee	3	3	6	Con
School board member #4 and manager of local computer parts factory	3	2	5	Con
New school board member #5	2	5	7	Pro
Superintendent	5	3	8	Con
Director of Voc Ed	5	3	8	Con
Head of Career Counseling	3	3	6	Pro
Title IX Coordinator	1	5	6	Pro
Principal of High School #1	1	4	5	Pro
Principal of High School #2 (has most of voc ed programs)	2	4	6	Pro
Voc Ed Teacher in Computer Program	4	2	6	Pro
Students	2	2	4	Con

A blank copy of this worksheet is in Appendix I

Criteria for School Events

- Are there any major conflicts or issues which are occupying a great deal of the school administrator's time right now?
- Will we be competing for their attention or can we piggyback on their current projects?

Add any major events which you feel will affect the outcome of your campaign to the force field diagram of the schools. You need not use modified voting for events unless they become so numerous they are unwieldy.

Consolidate Information onto a Force Field Diagram for the Schools

Map all of the key actors and events on a force field diagram. Put key actors and events with unknown or neutral positions under the column reading "impeding change."

The purpose of this exercise is to identify the actors whom your campaign will have to convert into supporters. Anyone who is not now an active supporter should be included in this category.

Following is a sample force field diagram for the schools.

SAMPLE

FORCE FIELD DIAGRAM #2: The Schools

Forces Supporting Change	Score/ Strength of Force	Score/ Strength of Force	Forces Impeding Change
Problem/Current Condition			
Top			**Top**
Title IX Coordinator →	6	8 ←	Superintendent
Head of Career Counseling →	6	8 ←	Director of Voc Ed
New school board member #5 →	7	7 ←	School board president
Secondary			**Secondary**
Principal of High School #2 (has most of voc ed programs) →	6	7 ←	School board member #2, chair of budget committee
Voc Ed Teacher in Computer Program →	6	6 ←	School board member #3, chair of curriculum committee
All Others			**All Others**
Principal of High School #1 →	5	5 ←	School board member #4, manager of local computer parts factory
		4 ←	Students?
Events in Support			**Events Impeding Change**
Accreditation review this year →		←	Next year's school budget cut

A blank copy of this diagram is in Appendix I

Task 3

Force Field Diagram for the Media

Getting the Lay of the Land for the Publicity You Want

Getting media coverage—the right kind of media coverage—is the most important tool you have aside from getting a lot of people involved. Sometimes local campaigners are uncomfortable contacting the media because they haven't done it before. In fact, if you provide accurate, interesting, understandable information to your key media contacts, you are helping them to do their jobs. They are responsible for covering the news that matters. The trick is knowing to which media to direct your message. (For additional information on media see Chapter 5, Publicity.)

Diagramming Your Local Media

The media has an obvious impact on community attitudes that cannot be overemphasized. Equal education issues for both sexes can be complex, and talk shows and extended articles can be very helpful in informing community and school decision-makers. You will want to make sure that all news stories, starting at the very beginning of the campaign, are as accurate as possible. Mapping a force field diagram about your local media outlets can be invaluable for helping achieve good media coverage.

Identify All Important Media Outlets in Your Community

On the media worksheet, list major newspapers, wire services, radio and television stations. Next to each media outlet describe:

- area of coverage
- circulation
- type of audience (for example, rock and roll radio).

List Media People Who Might Be Interested in Covering the Campaign

Next to each media outlet, list the reporters, talk show hosts or columnists who would be interested in covering your campaign. These might be:

- reporters who cover
  - —school board meetings
  - —your local community for a larger paper, radio or television station
  - —"women's" news
  - —your particular issue (sports, for example)

SAMPLE

Worksheet for Media Outlets

Media	Description	Reporter	Contact	Have Contact Knows Issues	No Contact Knows Issues	No Contact Does Not Know Issues	Biased
Capitol Courant	Statewide circulation, daily paper	E. Jones, covers Windsor area	Juana				
Capitol Courant		D. George			X		
Windsor Banner News	County circulation of 10,000, biweekly	S. Black, covers school board	Ann	X			
WGAY-AM	Windsor and East Windsor, easy listening	F. Brown, local news				X	
WTTG, Channel 4	NBC affiliate, Capitol metro area	H. Hardy, hosts "Let's Get Together" talk show, 2 p.m. Wednesdays					X

A blank copy of this worksheet is in Appendix I

- talk show hosts who focus on:
  —community news
  —social trends or issues
  —family issues
  —political issues
- editors of subject areas, such as editorials, education, sports, lifestyle
- columnists.

Identify Media People Your Group Knows

Now identify any reporters whom someone in your group knows. Think of past campaigns or projects that have received coverage. Where you cannot think of a connection, leave the column blank. You may find later that you know someone who does know one of these people.

Sort Out the Remaining Media People in Order of Importance to the Campaign

The rest of the list sorts into three basic categories: those who understand the issues, those who don't understand the issues, and those who are biased and won't take the time to understand the issues. Sort out the few media people who are known to be sensationalist in their coverage. (Every community has one or two.) List these people as "biased" on the media worksheet. Of the remaining media people, identify any who are already informed on the issues. These are media people who already cover related issues and present them fairly. For example, you may not know the editor of the sports page personally, but you may know that s/he has given equal coverage to the high school girls' teams. Probably s/he has heard of Title IX and may be interested in covering a campaign to expand the girls' sports program. For people like this editor, check the column "No Contact, Knows Issues" on the media worksheet.

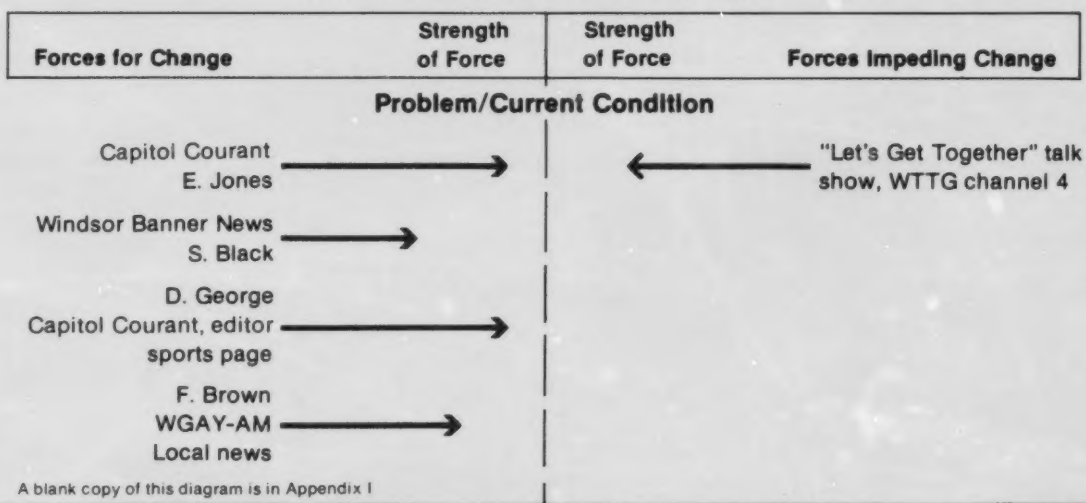
Finally, there are media people for whom you have no contacts and no information about their point of view. It will take some investment on your part to make sure they understand the issues clearly. Most of the inaccurate reporting on Title IX issues has been by reporters who don't understand the issues. Check the column "No Contact, Does Not Know Issues." Your worksheet will look something like the sample on page 26.

Consolidate Information onto a Force Field Diagram for the Media

List as negative forces any newspeople with a reputation for sensationalist, biased coverage. Rank the rest of the media people under positive forces in the following way. The most important prospects for coverage would be newspeople who work for the larg-

SAMPLE

FORCE FIELD DIAGRAM #3: The Media



A blank copy of this diagram is in Appendix I

est media outlets in your area. Ideally you already know them and they already know the issues. Your least important prospects are newspeople from small outlets who don't know the issues. Probably your contacts fall somewhere between these two extremes. Compare this group to the list of contacts you now have. This force field analysis will help you target your efforts at getting coverage to the more important and influential sources.

The force field diagram for this example is on page 27.

Task 4

Pulling the Maps Together

What Do the Force Field Diagrams Tell You?

The group should now have three force field maps in front of it: one analyzing the forces in your community, one analyzing the schools, and one for the local media. Now comes the interesting and fun part: using all of the information in these three diagrams, develop a series of campaign actions designed to activate your supporters, quiet your opponents, and ultimately, win your goals. To do this, you must first consolidate all of the information you have collected. Then you must look at the whole picture and decide what it tells you about the strategies you should employ.

Consolidate the Three Force Field Diagrams

There are two options for consolidating the information contained in the force field analyses. The first is to line up the three force field maps side by side, preferably on large newsprint hanging on the wall. The group should be looking at all three diagrams simultaneously.

The second option is to combine the three diagrams into one. On page 29 is the force field diagram for our composite sample.

The purpose of gathering all of this information together is to help you draw conclusions about how to mount your campaign. Your analyses have identified your key supporters and opponents. The data will help you develop strategies for overcoming opposition and mobilizing support on behalf of the changes you seek.

Discuss Implications of Force Field Analyses

The list of questions below will help you draw conclusions as well as summarize what you have learned. You will draw on your data in designing your strategy and workplan, covered in the next chapter, "Designing a Plan."

It is especially important to note on a flip chart posted in front of the group your ideas that come out of your discussion on implications. ***You should be careful to bring these notes and the consolidated force field diagram or diagrams to the next meeting.***

The Community

- What part of the community do we, the core group, represent?
- Who are the three most important groups to contact immediately?
- Do we have active resistance to our goals, or is our biggest obstacle inertia?
- If we face active resistance, who are the key actors impeding change, and what part of the community do they represent?
- Which of these key actors resisting change are necessary to achieve our goal?
- Exactly why do they oppose our goal?

The Schools

- Who are the three most powerful people in the schools whose support we must have to win?
- How do they feel about the issue now?
- Is the opposition in our schools active, or is our biggest obstacle inertia?
- If we face opposition, who are our opponents and how much power do they have?
- Are those impeding change necessary to achieve our goal?
- Exactly why do they oppose our goal?

The Media

- What are the three most influential media outlets in our area?
- In those outlets, who are the most influential people whose support we must win in order to get sympathetic coverage?
- How do they feel about the issue now?
- If they oppose equal rights, what are their reasons?

This Is the End of the Second Meeting.

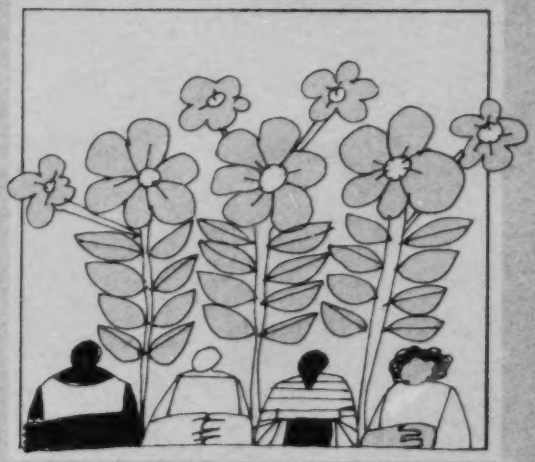
SAMPLE

FORCE FIELD DIAGRAM #4: Consolidated Community Map

Forces Supporting Change	Strength of Force	Strength of Force	Forces Impeding Change
Problem/Current Condition			
Community			**Community**
League of Women Voters →			← Citizens for Quality Education
National Organization for Women →			← Voc Ed Advisory Council
American Association of University Women →			
National Council of Negro Women →			
NAACP →			
Young Women's Christian Association →			
AFSCME →			
AFL-CIO →			
PTA →			
Schools			**Schools**
Top			**Top**
Title IX Coordinator →			← Superintendent
Head of Career Counseling →			← Director of Voc Ed
New School Board Member #5 →			← School Board President
Secondary			**Secondary**
Principal of H.S. #2 →			← School Board Member #2
Voc Ed Teacher in Computer Program →			← School Board Member #3
			Others
Principal of H.S. #1 →			← School Board Member #4
			← Students?
Media			**Media**
Capitol Courant: E. Jones →			← H. Hardy, "Let's Get Together" talk show, WTTG
Windsor Banner News: S. Black →			
Capitol Courant: D. George →			
WGAY-AM: F. Brown →			

A blank copy of this diagram is in Appendix I

Designing a Plan



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Designing A Plan

This chapter contains material for three meetings. The purpose of these meetings is to:

- develop a strategy to mobilize the community and school leaders, publicize the campaign, and research the facts;
- build a workplan and specific calendar of work; and
- develop your overall campaign budget and fundraising plan.

As we said earlier, these are policy decisions and it is vital all members of your core group be present at each meeting. ***An agenda for each meeting will precede the section for that meeting.***

Suggestions for an Effective Strategy

Before beginning a specific description of the three meetings, let's look at some general information on effective strategy.

In most districts, the biggest problem facing PEER campaigners is not vocal opposition, but indifference and ignorance. Equal education for both sexes is an invisible issue. If school district staff are aware of the general problems, they often think they are a low priority.

We imagine that this description will sound familiar to you. If so, your first and biggest job is to make equal education for both sexes a top priority for your local schools. Our suggestions for an effective strategy will help you do this.

PEER campaigners have found there are seven criteria for an effective strategy. We've listed them below.

Be Visible

Be visible to the schools and in the community. Get your message out in as many ways as possible and get it out repeatedly. If the same message is being delivered to a single audience—educators—from several sources, the message gets extra attention. It is "in the air," and supported by many parts of the community. This aspect of your strategy will

Criteria for an Effective Strategy

- Be visible.
- Start with a quick victory.
- Be in charge of your image.
- Get the support network of the ones in charge to support you.
- Build a coalition of local groups.
- Work for permanent, institutional change.
- Plan to achieve some concrete change within 6-9 months.

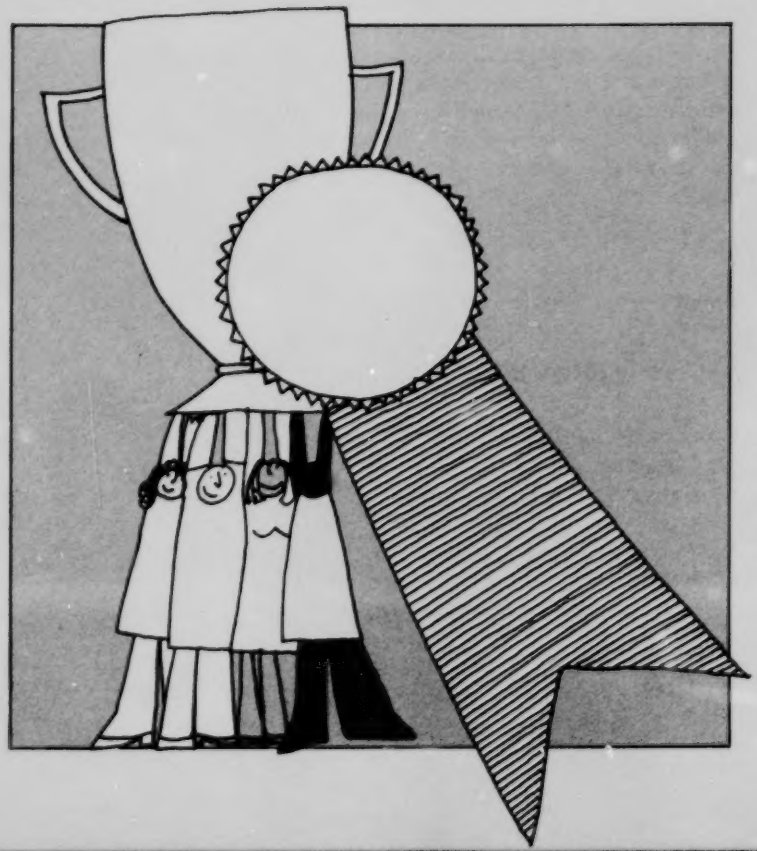
be discussed in greater depth in Chapter 5, "Publicity.".

By "visible," we also mean showing school leaders that the campaign has a large number of supporters. It's not enough to say that your cause is right. It must also be popular. School leaders need to see many, many voters asking them directly, in person, to make the changes you seek. Put yourselves in their shoes. With all the very real concerns facing school administrators today, wouldn't you want to know an issue had strong backing before you paid attention to it?

Start Your Campaign Off with a Quick Victory

For those of you familiar with basic community organizing, this is also called the "easy win." Do something visible that brings you one step closer to your goals, is sure to work, and will establish your credibility with the schools. Besides winning, the object is to boost the group's enthusiasm so that everyone will see that the campaign can be successful. Many groups set the task of gaining access to the schools to conduct their information-gathering as their first easy win.

"Start Off with a Quick Victory"



They know it's inevitable, since schools must allow parents and citizens access. They can publicize the event as the beginning of their campaign. Some campaigns have even issued a joint press announcement with the school superintendent to kick off their campaign. Some other easy victories include:

- getting the school board to circulate a notice to all students about Title IX;
- solving an obvious but inexpensive inequity, such as supplying softball caps to the girls' team when baseball caps are supplied to the boys' team;*
- getting the local papers to run an article on your campaign.

Whatever you decide, it is important that you advertise your first victory among yourselves and your potential allies. No one else will notice it unless you do. And remember, you are building an image for your campaign. You want people to see that the campaign will work, and that it is exciting to be a part of it. Make people *want* to be involved.

Be in Charge of Your Image

Remember the old saying, "First impressions always last." Make sure that the key actors you've identified in your force field analysis hear about the campaign first from you. This is particularly important for the superintendent. Time after time PEER campaigners have been effective because they had the courtesy to meet with the superintendent as soon as they had developed their plans enough to explain them to someone else. Superintendents repeatedly commented that this approach was "refreshing," and "professional."

Get the Support Network of the Ones in Charge to Support You

Everybody has a network of people whom they consider their supporters. A strategy that mobilizes the support networks of key school leaders is especially effective. The superintendent's network probably includes people like school board members, members of the city council or county board, the edi-

* We cited this earlier as a poor overall campaign goal. However, it makes a great "quick victory" that is part of a larger campaign.

tor of the local newspaper, local business leaders, and so on.

Try to develop strategies that get them involved in your campaign. One local community group got their county council to pass a resolution endorsing their campaign. The county council is particularly important since it must approve the school's annual budget. Another community group got the president of a local bank (who was also the husband of a campaign worker) to have lunch with the school superintendent when the campaign seemed to be stalled by school inaction.

Build a Coalition of Local Groups

Coalitions have many advantages. If you gain the support of people who are already active in existing community organizations, you increase your own strength many times over. You borrow the "name recognition" of your member groups. School officials and the press are more likely to pay attention than they would if you were a brand new group. You will also have more staying power than any single group working alone.

For more complete information on coalition-building, see Section II.

Work for Permanent, Institutional Change

People, especially women, traditionally volunteer their time in schools as a form of community service. They help children directly, in libraries, classrooms and playgrounds by providing services and activities over and above the school's regular program.

PEER groups sometimes include these kinds of familiar direct-help projects, but they are only one aspect of a community campaign strategy. The main focus of a campaign is always to get the schools to take responsibility for providing equal opportunity for boys and girls in regular programs aside from any additional help volunteers can offer.

Until equal educational opportunity is available routinely to all students, direct service projects of the traditional kind can only offer temporary small-scale relief for the problems the school has not addressed. If girls continue to get channeled into home economics by counselors and teachers and parents, an after school club on non-traditional careers will help to prepare only a tiny fraction of tomorrow's young women.

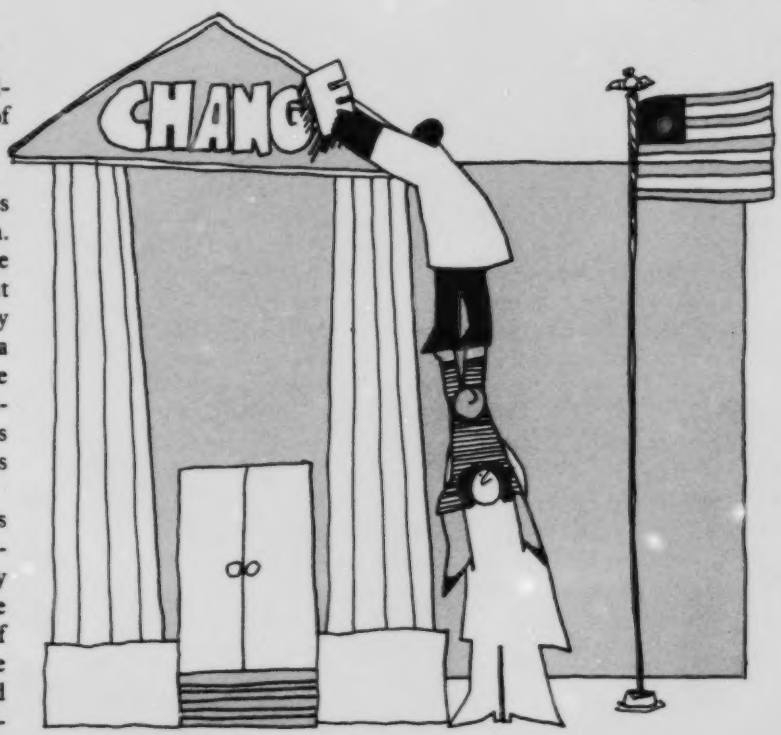
Volunteer projects, by themselves, can only reach a small number of the children who need help. They also tend to fall apart after a time.

The most important kind of help that PEER volunteers give children is to push for permanent, system-wide improvement in the way schools treat all boys and girls.

Plan to Achieve Some Concrete Change Within 6-9 Months

Reaching your campaign goal should take no longer than a full school year, or nine months. If you think it will take longer, then break your goal into smaller bits. It is better to achieve a less ambitious goal than to end the school year with no concrete gains. Campaign workers will drift away if they see no results. For instance, if you have set as your goal increasing the number of girls' teams from two to four, ask yourself whether you can expect to see the girls' teams fielded this year, or whether you can realistically expect to see school board approval for funding for next year.

"Work for Permanent Institutional Change"



Meeting #3
Developing a Campaign Strategy

Four Action Components

There are four action components to an effective campaign strategy:

Component One: Mobilizing community members.

Component Two: Mobilizing school leaders.

Component Three: Publicizing the campaign.

Component Four: Making a well-documented case for change.

AGENDA FOR MEETING #3

Developing a Campaign Strategy

Task 1:	Review results of force field analyses	45 minutes
Task 2:	Develop strategy for mobilizing the community • brainstorm ideas • select the best ideas through modified voting	30-60 minutes
Task 3:	Develop strategy for mobilizing school leaders • brainstorm ideas • select the best ideas through modified voting	30-60 minutes
Task 4:	Develop strategy for publicizing the campaign • brainstorm ideas • select the best ideas, etc.	30-60 minutes
Task 5:	Develop strategy for researching the facts • brainstorm ideas • select the best, etc.	30-60 minutes
Task 6:	Review seven criteria for a successful strategy to evaluate your decisions from this meeting	15 minutes
		3-5 hours

You will notice that you have a force field diagram for three of the four components: the community (component one), the schools (component two), and the media (component three). Component four, researching the facts, will draw upon all three force field analyses.

As you develop a strategy for one component, you will find yourselves thinking about the other components of the campaign; for example, while developing a strategy to mobilize community groups, you will think of a publicity idea. It is fine to have strategy ideas show up in more than one place. This means that these ideas are particularly good, since they meet the criteria of more than one component.

Each of these four components will be developed one at a time in Meeting #3 by your core group. Using brainstorming and modified voting, ask yourselves, "What can we do to increase the positive forces in our favor and decrease the resisting forces?"

The agenda for Meeting #3 is shown at left.

Task 1

Review Results of Force Field Analysis

Refresh the group on the conclusions you drew from your force field analyses. The analyses provide the assumptions about your political situation—your environment—which you must address in your strategy.

Plug in any additional data you have gathered since the last meeting.

Task 2

Develop a Strategy for Mobilizing Community Groups

Brainstorm Strategies

Use brainstorming to generate ideas for mobilizing the key community groups and leaders whom you identified through your force field analysis.

Goals for Mobilizing Community Groups

The two basic goals of a strategy to mobilize community groups are:

- Build a coalition of organizations.
- Recruit individual volunteers to carry out the campaign.

Strategies other groups have used successfully include:

- Holding a meeting to which they invite prospective coalition members. This works best with groups that have a history of working together successfully.
- Assigning individual core group members to specific groups to recruit. ***This works best for two kinds of groups:*** (1) where an individual person in the core group has a strong contact or is a leader. For example, if you are president of your NOW chapter, it makes best sense for you to take charge of getting them involved; (2) those that you are approaching for the first time. These will take more effort to mobilize. For example, if no one in your core group has active contact with the League of Women Voters, you will need one person responsible to develop an ongoing communication with them.

Chapter 4, "Recruiting Support," has more suggestions for possible strategies.

Select Key Strategies for Mobilizing Community Groups

Using modified voting and the five-point scale (in "General Instructions"), select your group's choices for mobilizing community groups. Use the two basic goals for mobilizing community groups as your criteria for selection. Your worksheet might look like the sample below.

A Special Note on Meeting Goals for Mobilizing Community Groups

Any proposed activity might not satisfy both goals. You need to come up with a balance of activities that together will build a coalition and recruit campaign workers. Therefore we suggest that you focus more on the individual total scores for each goal, rather than the combined scores for both goals. The proposed activities with the highest ratings under ***either*** goal are the ones the group feels will work best.

SAMPLE WORKSHEET

Strategy for Mobilizing Community Groups and Leaders

Strategy	Does it build a coalition?	Total Score	Does it recruit individual workers?	Total Score
1. Hold a meeting with business and professional women, service league, and retired teachers association	5-5-5-5 5-5-5-5	40	2-2-3-1 2-2-3-1	16
2. Ask each organization to get 3 people each to run luncheon film series at library	2-3-1-1 2-2-1-3	15	5-5-5-5 5-5-4-5	39

A blank copy of this worksheet is in Appendix I

Task 3

Develop a Strategy for Mobilizing School Leaders

While pressing for change is the last step in the campaign, the groundwork is laid here—at the stage of developing your strategy.

Goals for Mobilizing School Leaders

- Build cooperation between school leaders and the coalition.
- Establish the coalition as a legitimate and powerful group in the community.

Identify Strategies to Mobilize Key Leaders

Use brainstorming to generate ideas for mobilizing the key school leaders whom you identified through your force field analysis.

Think carefully about each key actor separately. What will persuade him or her to take the actions you want?

Build Cooperation through Developing Community Power

In the long run your coalition will accomplish more by building cooperation with the schools rather than by using confrontational tactics. Long-lasting change is made when attitudes as well as behavior are changed. Changing attitudes or behavior alone has little lasting impact.

At the same time, the group cannot truly establish cooperation with the schools until school leaders see you as a peer: a group with enough power to be reckoned with. Otherwise, you are seen as a group that can be dealt with by appearing to cooperate.

Select Key Strategies for Mobilizing School Leaders

After brainstorming your ideas, use modified voting to narrow the list. Using the 5-point scale (in "General Instructions") and the two goals for mobilizing school leaders as criteria, select your strongest strategies. Your worksheet might look like the sample below.

A Note on Meeting Goals for Mobilizing School Leaders

As with your strategy for mobilizing community groups, any proposed activity might not satisfy both goals. In this case, however, it is important to meet both goals. You need to come up with a series of activities that together will build cooperation as well as establish the coalition's legitimacy. For example, issuing a press release announcing the campaign will help establish the group's legitimacy. It won't directly help to build cooperation. However, it is a good strategy if it is combined with a meeting with the school superintendent ***before*** releasing the news to the press.

SAMPLE WORKSHEET

Strategy for Mobilizing School Leaders

Strategy	Does it build cooperation?	Total Score	Does it legitimize the coalition?	Total Score
1. Meet with school superintendent to explain campaign plans asap. Bring one representative from each core group organization	5-5-4-4 4-5-4-5	36	5-5-4-4 5-4-5-5	37
2. Issue press release to announce campaign plans	3-2-2-1 2-2-3-1	16	4-4-4-5 3-4-3-4	31
3. Get superintendent to authorize our access to classes, school, data	4-4-3-4 4-4-3-3	29	5-5-4-5 4-4-5-4	36

A blank copy of this worksheet is in Appendix I

Task 4

Develop a Strategy for Publicizing the Campaign

Goals for Publicity Strategy

Primary Goal:

- To deliver the campaign's message repeatedly to specific audiences.

Other Goals:

Support the rest of the campaign by:

- Helping establish the coalition as a legitimate organization with clout.
- Giving the issue visibility.
- Creating a supportive climate for change.

The Theory of Multiple Sources

A strategy that PEER campaigns have found to be very successful is the Theory of Multiple Sources.* The theory, simply stated, is:

> Delivering the same message to an individual from as many sources as you can will insure that the message is really heard. At the same time, the person receiving the message will see that it has a lot of appeal, since so many people are saying it.
>
> — Elizabeth Giese
> State Director, PEER Michigan

Brainstorming Strategies to Get Good Press

Using the force field analyses of the community, the schools and the media, brainstorm ideas for getting press coverage of the campaign. Chapter 5, "Publicity," contains some ideas about how to generate press coverage.

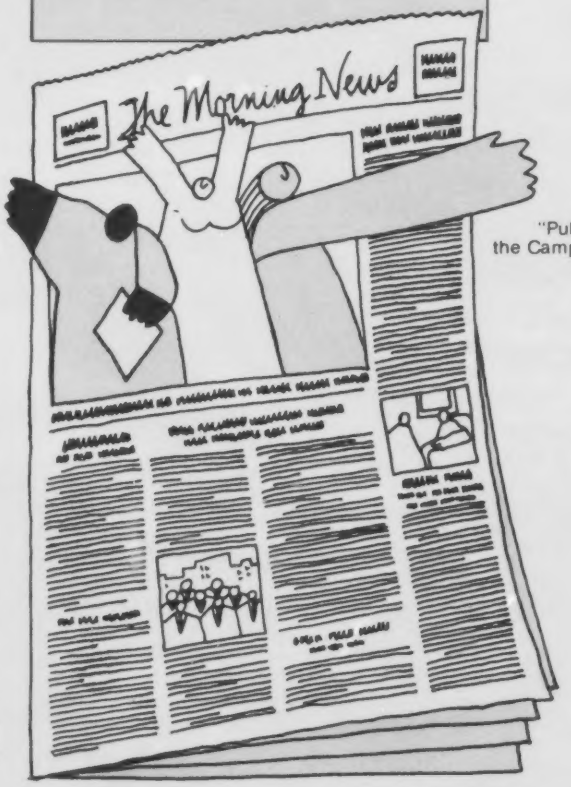
Think about both print and electronic media. The press campaign depends on the decisions the group makes about how to run the campaign. For example, how did you decide to handle approaching the schools? If you have planned to build up a cooperative relationship—which we strongly recommend—then you do not want to announce the campaign to the press until you have met with the school superintendent. The tone of your press release should probably be clear and firm—not hostile and not wishy-washy.

Criteria for Media Strategy

There are many criteria for judging a proposed media strategy, in addition to the stated goals. Here are some general criteria which we have used successfully in previous campaigns.

Criteria for Media Strategy

- Make the campaign visible.
- Inform and motivate the public.
- Show the school that the issue is important.
- Demonstrate the clout of your coalition.
- Build support for change.



"Publicize the Campaign"

* The Theory of Multiple Sources was developed by Jack Lindquist, an expert on voluntarism. *Increasing the Impact*, Jack Lindquist, editor, W.K. Kellogg Foundation, Battle Creek, Michigan, out-of-print.

Your group will no doubt want to brainstorm additional criteria. You will find some of our suggested ones useful now, others later, and some not at all. Some will not apply to your community, and you will know of others that will. And you probably have specific goals you want to accomplish. Before you can carry out modified voting, your group needs to discuss and decide on the criteria for judging its various options.

Task 5

Develop a Strategy for Researching the Facts

Remember your final goal. You are campaigning for ***action***, not ***information***. The facts are only a means to an end. If the facts were all we needed, there wouldn't be discrimination in the first place. Information helps ***create*** political pressure. Information, by itself, is not political pressure.

Whom Are You Trying to Reach?

To map out a research strategy, start by reminding yourself whom you are trying to reach. The more concrete you can be, the better. Is it the superintendent? Two key school board members? Parents of children in the junior high school? The more concrete your original GOAL is, the easier it will be to see what facts you need. If you have problems defining your research, you may want to look at your goals again. Chapter 6, "Research," contains a great deal of useful information on how to conduct a research effort.

Brainstorm Research Strategies

Now ask yourselves, "What information will most clearly help us understand this problem and identify the best solution? Which are most understandable to the people we are addressing? What do we need to know that we don't now know?" There is no point in carrying out research irrelevant to your goal, valuable as that information may be.

Select Key Research Strategies

Use modified voting and the five-point scale to evaluate your ideas, according to the following criteria:

Criteria for Research Strategy

- **Is this information essential to help identify the best solution?**
- **How much work is it to collect this information?**

A Note about Your Research and Solving Your Problem

Keep in mind that your research results may require you to reassess your own ideas about the problem or about how to solve it. This means that your research results will provide not only useful information, but may alter and strengthen your other strategies as well.

Try to balance your plan to fit the volunteer power you can reasonably recruit. You will develop a more detailed approach to balancing strategy and a plan of work in the next meeting, but for now just think about the scope of your planned research in general terms.

Task 6

Review Seven Criteria for Successful Strategy to Evaluate Your Group's Decisions

Briefly review the strategies your group has developed for each of the four action components to evaluate whether you have fully met each of the seven criteria for a successful strategy. Here they are again:

1. Be visible.
2. Start your campaign off with a quick victory.
3. Be in charge of your image.
4. Get the support network of the ones in charge to support you.
5. Build a coalition of local groups.
6. Work for permanent, institutional change.
7. Plan to achieve some concrete change within 6-9 months.

This Is the End of the Third Meeting.

Meeting #4
Developing a Workplan and Calendar

Now that your core group has narrowed its list of possible strategies and drafted a proposed strategy for each of the four components, the next step is to look at the overall plan. The four components need to be balanced and fitted together to make an integrated whole. This will take some "cutting and pasting." The whole is different from the sum of its parts.

Information Needed

You will need a calendar of school board and committee meetings at which decisions on your issue could be made. These dates are the external time constraints which your campaign must take into account. For example, if you want to get an increase in funds for girls' sports and the school board has just approved next year's budgets, you will need a revised goal for this year.

The agenda for Meeting #4 follows.

Task 1

Develop First Three Months Workplans for Four Action Components

We will plan the campaign in detail for the first three months. After a three-month plan is completed, we will map out a less detailed plan coordinating major actions for the second six months. The result will be an overall plan that guides the committees and volunteers individually and helps everyone keep in touch with what others are doing.

The process of knitting the four action components together will be carried out in four work groups, one for each component of the campaign strategy:

1. Mobilizing the community
2. Mobilizing school leaders
3. Publicizing the campaign
4. Researching the facts.

Process of Knitting Four Action Components Together

The work of knitting the action components together will take place in three stages.

Stage One. Subgroups will develop a separate workplan and timetable for each component. This plan will itemize ***what*** needs to be done to carry out the proposed

AGENDA FOR MEETING #4

Developing The Workplan and Calendar

		Estimated Time
Task 1:	Develop workplans of first three months for four action components; four subgroups develop:	70 minutes
	• workplans	
	• timetables	
	• assignments	
	• costs	
Task 2:	Review workplan for each component by whole group:	
	• community	15-20 minutes
	• schools	15-20 minutes
	• media	15-20 minutes
	• research	15-20 minutes
Task 3:	Knit components and assess whole workplan; adjust to make realistic	
	• timetable	20-30 minutes
	• coordinated workplan and assignments	20-30 minutes
	• costs	20-30 minutes
* Task 4:	Develop component workplans for second six months; four subgroups work individually	30 minutes
* Task 5:	Prepare integrated workplan for second six months	20-30 minutes
		4-5 hours

* Tasks 4 and 5 can be done in a separate meeting if necessary. We suggest scheduling an hour rather than 40 minutes, to be safe. Tasks 1 through 3 will take between 3 and 4 hours.

strategy plan, ***who*** will do each task, and ***when*** it will be done. The subgroup will also estimate ***how much*** money the plans will cost.

Stage Two. Map each component onto a calendar. This will show the group where the work piles up. The group can modify and revise the individual components so that they are spread out better over time.

Stage Three. Compare all the activities and identify who is expected to do each one. We will tally up the assignments to see who is overburdened with work and where the work can be shifted or cut. The result will be a realistic plan that is coordinated in the four basic areas: ***time, activities, assignments*** and ***costs***. This will show the group which activities serve more than one purpose. For example, both the community and school components might include a press event to kick off the campaign.

Subgroup Structure and Responsibility

Each subgroup should have at least two people. If there aren't enough people to go around, assign two topics to one work group. Modify the timetable for the meeting accordingly.

Each group must come up with a proposed workplan, calendar, and costs for its component(s) of the campaign.

We suggest using the workplan format shown below.

The "Strategy" column lists each idea: for example, "Hold a press conference." The "Steps" column is where you detail all the steps involved in carrying out your strategy: for example, picking a date and time of day, finding a room to hold the press conference, deciding what is going to happen at the conference, preparing the press packet, inviting the press, etc. The "Who" and "When" columns are self-explanatory.

In the column marked "Costs," list any items that you expect to have to pay money for. For example, a press packet costs money to print and mail out. Do not try to actually cost out each expense. This will require some research into costs for various items. At this point your goal is to flag the costs to help those who will draw up the campaign budget.

The last column, "When It Is Actually Done," will help you in two ways. It will help you track individual tasks to make sure that your plans are carried out properly. And it will later help you evaluate whether your planning was accurate.

Each workgroup should draft its workplan on flip chart paper, so that everyone can see it. This will be important when the group as a whole is ready to knit the four separate components together.

SAMPLE

Draft Workplan for _____ Component

Strategy	Steps to carrying the strategy out	Who is going to do it	When it needs to be done	Costs	When it is actually done
A. Organize coalition	1. Meet w/leaders of top 3 org's	Juana	8/15	minimal	
	2. Secure org's agreement to join	Juana	9/1	minimal	
B. Meet w/Supt.	1. Call for appt.	Sarah	8/16		
	2. Send followup letter	Sarah	8/17	minimal	
	3. Identify reps from coalition orgs	Debbie	9/5		
	4. Hold dry run w/coalition participants	Sarah, Debbie	9/10	minimal	

A blank copy of this workplan is in Appendix I.

Task 2

Review Workplan for Each Component

Now comes the moment of truth, when the group must take the results of its creative genius in hand and trim them to fit reality. One representative from each small group should present the proposed workplan to the entire core group. The core group should evaluate the plan from two basic points of view:

- ***Will it work?*** Will this strategy and workplan accomplish the goals we have set? Are the timeframes, costs and people power estimates realistic?
- ***Can we do it?*** Can we expect to recruit the people and raise the money needed in the timeframes laid out?

Task 3

Knit Components and Assess as a Whole

The first step in knitting all four components together is to line them up on flip chart paper on the wall, so that everyone can see them. Then draw a big calendar, like the one shown on the next page. Leave a lot of space in each square.

This calendar will help you see where the campaign components bunch together. Your job is to spread the work out and modify your plans so that the campaign calendar is realistic.

Set Up Committees to Do the Work

Detailed information about committee structure can be found in Section II, ***Managing Your Campaign***. Here is a general idea of committee structure you will need.

Most campaigns have five committees:

- publicity committee
- research committee
- recruitment committee
- steering committee
- fundraising committee

As you can see, these correspond roughly to the four components of a campaign strategy, plus a fundraising committee. The steering committee handles campaign relationships to the school administration.

Coordinate Activities

The next step is to make a list of all activities which need to be coordinated. Compare the action plans for each component. Where does the same action show up in more than one component? Make sure they are scheduled for the same time and that the same people are assigned to carry them out in all the plans.

Coordinate Assignments

Now look at the assignments. Who has been assigned two or more major jobs to be completed at the same time? Spread assignments around and adjust your plans so that every individual in the group and each committee have realistic work plans.

Since the core group frequently becomes a steering committee, in charge of on-going policy decisions for the campaign, you will want to look ahead to development of that committee as well. The chairs of the publicity committee, the research committee and the recruitment committee are also members of the steering committee.

An alternative structure is to group committees according to major campaign activities. For example, you may decide to hold a community-wide meeting and set up a committee to run the event from beginning to end. The committee dissolves when the event is over and re-forms for the next campaign action.

Whatever you do, it is important that the campaign has a committee structure that is clearly defined and communicated to everyone involved in the campaign. Committees and roles are communication maps for the people working on the campaign. Without them, there is confusion, inefficiency and disarray.

Task 4

Develop Component Workplans for Second Six Months

At this point, you need to map out only the major actions, such as a presentation to the school board, a date for issuing the report,

and so on. You simply need to agree on a set of target dates, basic committee responsibilities, major assignments, and estimated costs.

Break back into your small subgroups and draw up a rough plan for the second six months.

Task 5

Prepare Coordinated Workplan for Second Six Months

After drawing up the individual component plans, reconvene the whole group to coordinate the components for the second six months. Again, map out highlights only; fine detail will be filled in later as your campaign unfolds. Actual campaign events will give some additional direction to the last six months.

Summarizing Where You Are Now

At this point the core group has finished its planning and should be ready to begin acting on its plan. You should have:

- clear, concrete goal(s)
- an analysis of support and opposition in your community, the schools, and your local media
- a plan for building support and decreasing resistance among community members and key school leaders
- a plan for gathering the facts
- a plan for publicizing the campaign
- committees to carry out your plan
- jobs assigned to committees and specific goals
- deadlines set for each major campaign activity
- a list of expected costs

This Is the End of the Fourth Meeting.

Campaign Calendar

Week 1	Week 2	Week 3	Week 4
• Organize coalition	• Organize coalition	• Organize coalition	• Meet with Supt.
• Recruit workers	• Recruit workers	• Recruit workers	• Design research
		• Design research	

Week 5	Week 6	Week 7	Week 8
• Publicize campaign	• Collect data	• Collect data	• Collect data
• Collect data	• Continue publicizing	• Continue publicizing	

Week 9	Week 10	Week 11	Week 12
• Analyze data	• Analyze data	• Analyze data	• Approve recommendations
		• Develop recommendations	• Write report
		• Write report	

A blank copy of this calendar is in Appendix 1.

Meeting #5
Designing the Plan:
Approving a Budget and Fundraising Plan

The last major planning step is to approve a budget and fundraising plan. Chapter 13 discusses how to draft each of these financial documents. As we said, a budget really entails two lists of items: a list of expected ***expenses*** and a list of expected ***income***. A fundraising plan details the process for raising the income.

We have assumed that you set up two committees, a Budget Development Committee and a Fundraising Committee.

The Budget Development Committee has primarily developed the expense side of the budget, and the Fundraising Committee has developed projected income figures and a plan for raising funds. However, the budget you initially present should contain the projected income totals to create a whole picture.

The information given here for Meeting #5 will focus on how to present, review and approve both of these financial documents. Meeting #5 should take between two and three hours. Both committees should work out short presentations to describe the budget and the fundraising plan.

After the group clearly understands the proposals on the table, discuss each one thoroughly and decide whether to accept them as they stand or to modify them. We strongly advise distributing both the budget and the fundraising plan several days before the meeting, so that everyone has a chance to study them before being required to make a decision. Try to avoid the syndrome of thinking on your feet when it comes to complex decisions about financial matters. Too often your first reactions will be incomplete. If several people are unprepared for the meeting, you will probably feel you need to have another meeting after you've had time to think everything over. If you haven't planned for that extra meeting, you will then have to delay the campaign timetable.

The agenda for Meeting #5 is shown at right.

Task 1

Present the Budget

The Budget Development Committee should walk the core group through the budget, focusing on the expense side. Again, Chapter 13 contains detailed advice about developing cost estimates, together with their assumptions, for drafting your campaign's budget. The committee should explain the major assumptions behind the costs for each expense. Avoid discussing the detailed assumptions. For example, the entire committee does not have to discuss whether 150 or 200 reports should be printed or whether a particular company should do the printing. That is the job of the Publicity Committee when it is formed. Whether to print a report in the first place is the proper business of the core group (and the Steering Committee that will form from this group). These decisions should have been made in Meetings #3 and #4.

For the income side, briefly review the amounts and sources of income. The Fundraising Plan Committee will cover how you will actually get the money in its presentation of the fundraising plan.

AGENDA FOR MEETING #5

DESIGNING THE PLAN: Approving the Budget and Fundraising Plan

	Estimated Time
Task 1: Present the budget	15-30 minutes
Task 2: Present the fundraising plan	15 minutes
Task 3: Modify the fundraising plan	30-45 minutes
Task 4: Modify the budget expenses	30-45 minutes
Task 5: Approve the budget	30-45 minutes
	2-3 hours

Task 2

Present the Fundraising Plan

Now you put aside the entire budget temporarily to present the fundraising plan, which should include a timetable as well as assumptions about raising the money or obtaining in-kind contributions. The Fundraising Plan Committee needs to be specific about the chances of success for each source of income, and the resources it will cost your campaign to accomplish these plans, in terms of both people and money.

Your job is to find the balance between optimism and pessimism. While you should be careful not to overcommit yourselves, try not to be overcautious and stunt your campaign by a too limited vision of income.

Task 3

Modify the Fundraising Plan

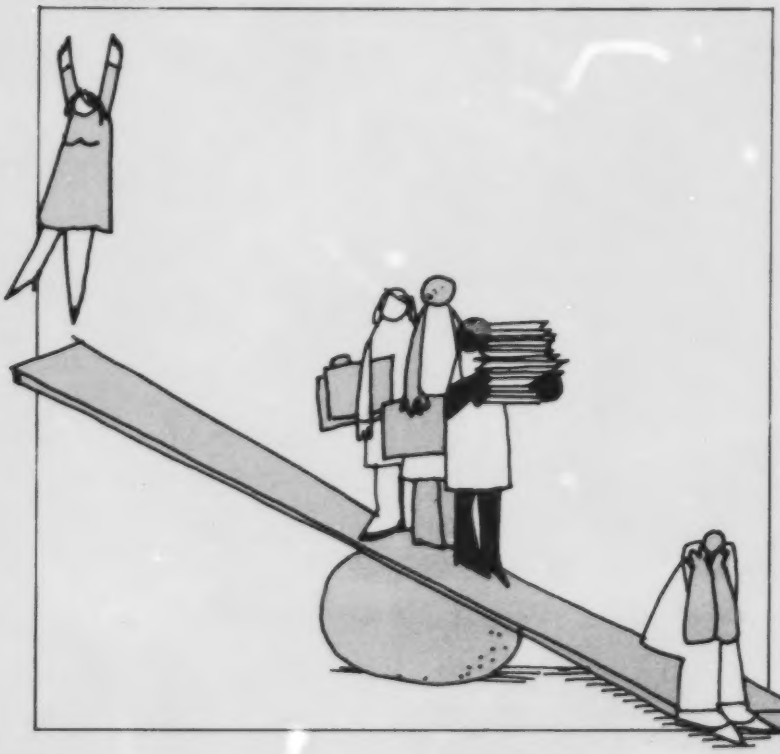
Before you modify the overall budget, you need to review and adjust the fundraising plan. What you can spend depends on what you can raise. As with the other components of the campaign plan, the core group must ask itself two basic questions:

- ***Will it work?*** Will this strategy and workplan accomplish the financial goals proposed? Are the timeframes and cost estimates realistic?
- ***Can we do it?*** Can we expect to organize the resources needed to carry out this plan?

If the core group feels the fundraising plan is overambitious, modify the plan and the income side of the budget. Your core group may feel, however, that there are sources of income and resources for raising them that the Fundraising Plan Committee has not considered. In this case, you may revise the projected income ***upward***.

If your core group feels the fundraising plan is on target, you can go on to review the expense side of the budget. Keep in mind that, if you alter your expenses significantly, you will again have to modify your fundraising plan.

"Find the Balance Between Optimism and Pessimism."



Task 4

Modify the Budget

The core group now needs to focus on whether the expense side of the budget is realistic. Ideally, the Budget Development Committee should have carefully researched the specific costs of each proposed expense. Again, avoid getting bogged down in details. Your job right now is to look at the big picture. A budget is an expression of ***priorities***. Now that you know the costs, is this still how you want to spend your money? Do you want to cut down on the costs? Increase the costs? Are there items vital to the success of your campaign that you now see have been left out?

Discussing money issues often brings out people's as-yet uncovered values and priorities. Some people approach spending from the perspective that the cheaper the costs the better off the campaign. Others will argue that investing in making an event or a product "professional" and high-quality is worth the extra costs. The group will need to decide where it stands in order to pass the budget.

Our advice on quality is clear: you're competing with many other organizations, issues, products and campaigns for the attention and support of your audience. Some

of your competition is going to be slick and professional. Interesting, well-planned, high quality events draw good attendance. Attractive promotional materials and stationery lend credibility to your campaign. Don't (automatically) skimp. In this case, a penny saved is not necessarily a penny earned.

Modifying the budget expenses can result in a need for further outside work on the part of the Budget Development Committee. For example, suppose the Budget Development Committee had decided that the campaign could do without stationery. The core group may well decide to buy stationery and to commission a graphics designer to create a campaign logo and letterhead. The Budget Development Committee will then need to research this additional expense prior to submitting a final detailed budget to the core group (which will have formed into the Steering Committee by that time).

Also, if the core group decides to increase the expenses significantly, the Fundraising Plan Committee will need to come up with new plans for raising the additional money and present these also at a later date.

Task 5

Approve the Final Budget and Fundraising Plan

You should not need a special meeting to approve the final budget and fundraising plan, since the Budget Development Committee and the Fundraising Plan Committee are simply carrying out the instructions of the core group. Therefore, the Steering Committee can handle this step by setting aside 30 to 45 minutes in one of its first regular business meetings.

Once the final budget and fundraising plan are approved, you should type up and distribute them to the entire Steering Committee, including every committee chair. Later revisions should also be recorded and distributed.

The Transition from a Core Group to a Steering Committee

Up to this point, the core group has been a small, tightly knit, informal group. Probably you had not assigned any special roles such as Chair, Secretary, and Treasurer. This is ideal. The creative process works best when there is ***fusion*** among the group members, that sense that everyone is thinking along the same lines.

Relationships need to change when it comes time to carry out the plan, however. People need to ***differentiate***. The group needs to divide up the work. At the same time, everyone needs to stay in touch. The group has to build cohesion based not on the fact that everyone is doing the same thing, but instead on the fact everyone is doing a different thing ***in harmony*** with everyone else. That is why campaigns set up such roles as Coordinator, Coalition Chair, and Committee Chair, make assignments, and delegate responsibilities. Each person knows what s/he is doing, and what everyone else is doing, too.

Many groups get tangled up on these issues. This set of general instructions is designed to help your core group make that transition from a small creative unit to a larger, more formal group where different people have different roles. In the process, the core group becomes what we call in this manual a ***Steering Committee***. This is the central, decision-making body of the coalition. We recommend that, unless the coalition is very large, every member organization send a representative to serve on the Steering Committee. You will find more detailed information on Steering Committee structure in Section II, Chapter 8, "Structuring Your Campaign."

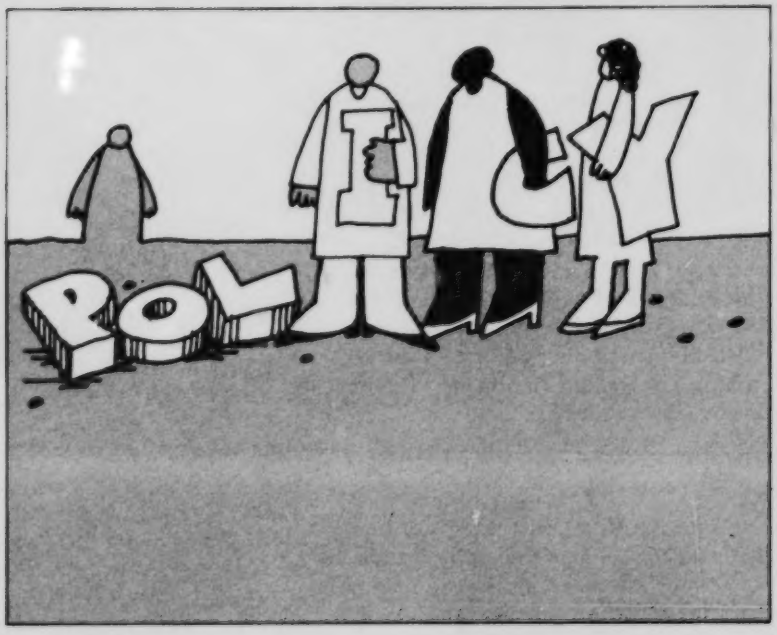
Policy-making

The Steering Committee makes ***policy*** for the campaign. The word ***policy*** often has mysterious connotations for women. For many of us, the last time we came in contact

with policy was in school, where central office policy dictated everything from how we could dress to how to graduate. Or, if we worked outside the home, we were most often the recipients of office policy, rather than the makers. If you feel a clutch in your stomach when you hear the word "policy," this section is meant especially for you.

Policy is really nothing more than a plan of action. *Webster's Dictionary* defines policy as "a principle, plan, or course of action, as pursued by a government, organization, or individual." Policy is deciding ***what*** is going to be done, ***who*** is going to do it, ***when*** it will be done, and ***how*** it will be done. Mothers make policy when they tell their children to brush their teeth every morning. Couples make policy when they decide they are going to buy chicken instead of steak until the price of steak goes down. Think of the campaign plan you just designed as your first batch of policy decisions.

The ***core group*** developed this first batch of policy decisions. The ***Steering Committee*** will add to and revise the campaign policies as the need arises. The ***implementing committees***—Research, Publicity, Recruitment and Fundraising—will carry out these policies. This is ***not*** a top-down, hierarchical approach to running a campaign. Instead, it is like playing a team sport. Playing each position well minimizes dropped balls, damaged toes and lost games.



Here are examples of some general divisions of responsibilities:

Recruitment

- The Steering Committee decides which groups to invite into the coalition, and they issue the letter of invitation.
- The Recruitment Committee follows up with the groups invited.
- The Steering Committee approves any major recruiting drives.

Publicity

- The Publicity Committee generates new publicity ideas.
- The Steering Committee approves proposals for new publicity events, and possibly also for major promotional materials.
- The Publicity Committee mounts the event, whether it be a press conference, or a meeting with the editorial staff.

Research

- The Steering Committee approves the research plans.
- The Research Committee conducts the research and develops a list of proposed changes they think the schools should make.
- The Steering Committee decides which recommendations the coalition will pursue.

Pressing for Change

- The Steering Committee meets with the superintendent and senior school administrative staff as soon as the campaign completes development of its plans. They will discuss the goals of the campaign, and get permission to conduct research in the schools. They will ask for a letter of introduction to be used as the Research Committee does its work.
- The Publicity, Recruitment and Research Committees will use any helpful results of this early meeting in their work. For example, the Publicity Committee may use a favorable quotation; the Research Committee will use the letter of introduction to obtain access to data in the schools.
- The Steering Committee appoints and instructs a team to negotiate with the school to carry out the recommendations.

Evaluating the Campaign's Results

- Everyone, but particularly the campaign committee chairs and the entire Steering Committee evaluates what the campaign has achieved.
- The Steering Committee decides whether to mount another campaign and what its general purpose will be.

Variations Among Approaches

Steering Committees vary from community to community and campaign to campaign in how much they want to control decision-making. Some want to give the implementing committee a lot of latitude. Others want to review things in more detail. There is no one right way. However, you do need to look at trade-offs. If the Steering Committee reviews things in too much detail, they tend to stifle responsibility and initiative, things take much more time, and creative people tend to tune out and drift away from the campaign. On the other hand, when the Steering Committee pays too little attention to what the other committees are doing, the left hand doesn't know what the right hand is doing, the campaign loses focus, and eventually someone does something embarrassing to the whole campaign. These are extremes of a spectrum. You may find yourselves moving around on that spectrum at different points in the campaign. Just remember, the important thing is to keep working together as a team and keep moving toward your goals.

Tasks Which the Steering Committee Should Carry Out

1. Meet with the suprintendent to discuss the goals of the campaign, and to get permission to conduct research in the schools.
2. Represent the campaign and the coalition at any public events, including meetings with senior school administrators.
3. Represent the campaign and the coalition at any public event, including press conferences, public functions the coalition puts on, or is invited to.
4. Decide overall policy for the campaign's goals and strategies. Approve plans for major campaign events and activities. Set priorities in research recommendations.
5. Decide on the slate of organizations to be invited to join the coalition and Advisory Board and issue formal letters of invitation.

Resources

Organizing

By Si Kahn. © 1982, McGraw-Hill Book Company, New York, NY 387 pp. ($7.95)

The subtitle of this book is, "A Guide for Grassroots Leaders." It lives up to its claim. We recommend this book as one of the two or three that every community volunteer should have on her/his shelf. Kahn covers all the basics from choosing issues to strategies and tactics, building organizations and working with other groups, researching the issues, raising money and getting press.

Parents Organizing To Improve Schools

By Happy Fernandez. © 1976, The National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 20144, (301) 596-5300, 52 pp. ($3.50)

A good abbreviated guide to the stages of organizing an effective citizen-based campaign on school issues. The author has helped establish several parent organizations herself.

Rules for Radicals

By Saul Alinsky. © 1971, Vintage Books, New York, NY, 196 pp. ($2.45)

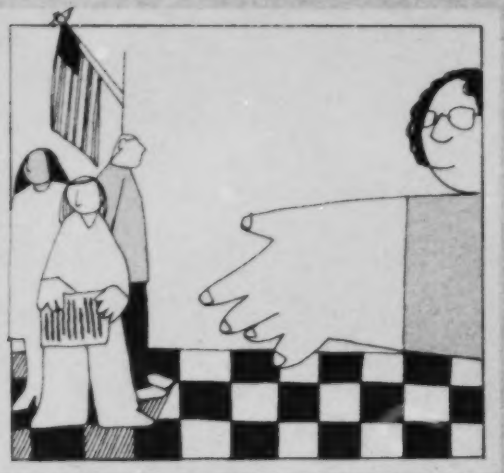
Calling it "very much in the American grain," Book-of-the-Month Club accurately predicted that this book "may well become a sort of classic text for organizers bent on greater social and political justice." The chapter on tactics distills most of what has been written about the subject into a few short pages. And while not all of Alinsky's advice fits a campaign aimed at opening up local schools, sorting through his ideas will make your own perspective clearer.

The Tool Catalog

By The American Association of University Women. © 1972, AAUW Sales Office, 2401 Virginia Avenue, N.W., Washington, DC 20037, 248 pp. ($9.00).

Excellent introduction to a range of tools available to campaigns, from conducting a letter-writing campaign to petitions, public hearings, demonstrations, boycotts, and ballot referenda. An extensive chapter on publicity covers topics such as how to set up a speakers bureau, a telephone bank, an exhibit, an awards program, a slide show, and so on.

Recruiting Support



Method 1: Enlist Organizations to Supply Volunteers • 50
Method 2: Recruit Individuals • 53
Resources • 55

Recruiting Support

As we said in the introduction, the purpose of recruiting support—from organizations and individuals—is to build an effective constituency for change.

The second leg of the three-legged stool, these are the people you will want to turn from supporters into active workers for your campaign. This chapter will help you find ways to recruit volunteers.

Methods of Recruiting Campaign Volunteers

- Enlist organizations to supply volunteers, either from campaign coalition member groups or other community organizations.
- Recruit individuals directly by holding events or activities that draw people whom you enlist one-by-one.

Refer back to the recruitment strategies developed in the planning meetings. Your first job is to flesh out that plan. The entire recruitment committee should be involved in this stage. Since your methods will often interlock with the publicity strategy, you may even want the Publicity Committee chair to sit in on your first few meetings to coordinate your plans.

Choose the best methods for your campaign based on the size of your group, your campaign's needs, and your timetable.

Contact the School Superintendent Early

Before the Recruitment Committee goes into full swing, the Steering Committee chair should have met with your school superintendent to make sure s/he has some background information on your plans. Since s/he is the head of the district's education community, s/he will want to know about any citizen activity that might be related to the school district.

Advice to the Recruitment Committee

- ***Timetable.***

This committee's most crucial work is done during the first two months of the project. However, setting up a timetable can be difficult. Your schedule depends upon the meeting dates and decision-making processes of the groups you are contacting. For this reason it is best to get underway as quickly as possible.

- ***Enthusiasm.***

Recruiting is essentially a sales job, so try to get people on the committee who are enthusiastic and enjoy working with people. In addition, the Committee will be more successful if people have a wide variety of con-

nections with the community and if the chair is well-known.

The Recruitment Committee needs to be a cohesive, high-energy group in order to work well. The chair ought to take special care to make sure the group meets regularly to keep in touch, share successes and recover from failures. Regular meetings help keep up everyone's interest and enthusiasm.

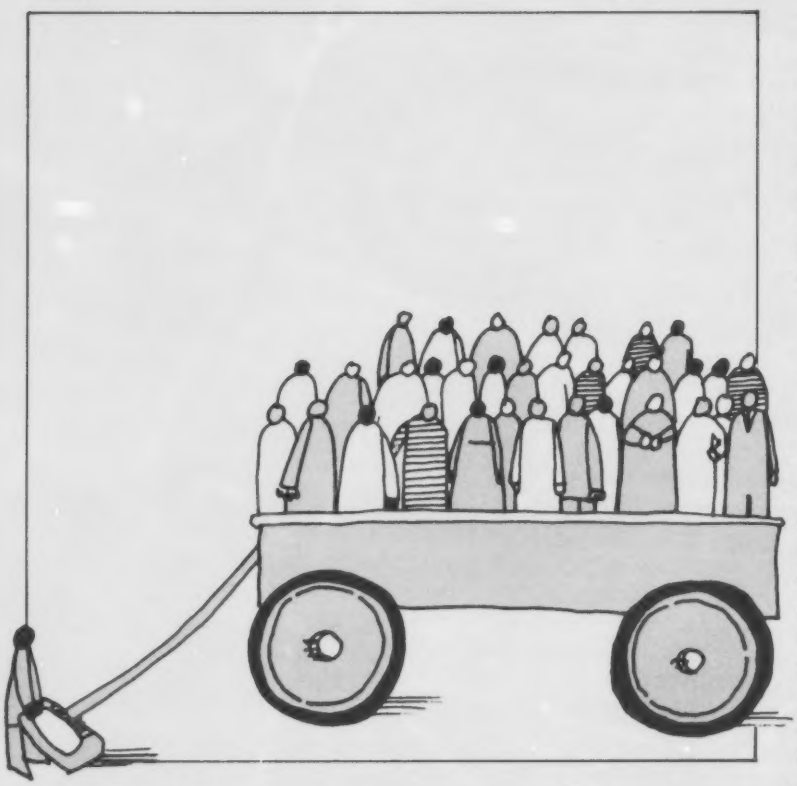
• ***Materials.***

Stationery and an attractive brochure are wise investments. They will help you to come across as business-like and effective.

• ***Methods.***

Once again, brainstorming combined with modified voting are good techniques for coming up with creative ideas for recruiting. Be sure your new ideas fit in smoothly with the already-established recruitment strategy and the overall campaign plan. See the "General Instructions for Use of Chapters 1, 2 and 3" for a description of how to use the techniques of brainstorming and modified voting.

"Recruiting Volunteers"



Tips for Recruiting Volunteers through Organizations or as Individuals

Before discussing in detail how to recruit, let's look at a few basic rules developed by prior campaigns to help you in your efforts:

Break volunteer jobs down into concrete bits. Tell people what the job is and how long it will take. (You will need to get this information from your other committees.) Be as concrete as possible. For people or organizations with whom you've never worked before, start with small jobs. Few people—or groups—are willing to dive right into a central leadership position.

Ask for volunteers. This advice seems self-evident. However, few people—or organizations—will spontaneously offer to help. If you are turned down, *keep asking.* Just because someone says "no" once doesn't mean they will the next time. They may have been too busy the first time you approached them.

Explain clearly how the job you want them to do fits into your campaign plan. People need to understand what they are being asked to support.

The Two Basic Recruitment Methods

Following is a suggested process for recruiting, first through organizations and then, by drawing in individuals. Remember that recruiting is a selling process. You will need to lay groundwork carefully, appeal to the self-interest of those you approach, and state clearly what you are asking.

Method 1

Enlist Organizations to Supply Volunteers

Recruiting volunteers through membership organizations seems the easier of the two alternatives. (You may expect the organization will do the legwork.) Often, however, organizations turn out only a few workers. Organizations themselves may have several projects going at once, or they may be weakly organized. The Recruitment Committee may have to work just as hard with an organization's leadership to find volunteers

among their ranks as you would recruiting individuals.

Nevertheless, recruiting volunteers from organizations has several advantages:

- You also get the organization's commitment, thereby building the size of your coalition and your potential reach in the community.
- You can tap into the organization's communications networks. Through their newsletters and regular meetings, you can conveniently reach people who, while they may not sign up to work on the campaign the first time they are asked, may sign up the second or third time. You may also widen your circle of friendly publicity, which may well be an advantage later in the campaign.
- You get the organization's seal of approval. For many people, knowing that it is backed by an organization they already know and trust will make them more willing to help out on a campaign.

Identify Possible Organizations to Approach

Go back to the list of prospects you developed when you were planning the campaign (see Chapter 2, "Analyzing The Community and Schools"). Ask yourself whether this list is comprehensive. If not, take the time now to add to it. Here is a checklist:

- Have you identified the active organizations for each major racial/ethnic group in your community?
- Have you included the major organizations helping disabled children?
- Labor unions?
- Education organizations?
- Women's rights organizations?
- Youth groups?

If the core group has not already done so, sort the list into groups:

- Easiest to approach to hardest to approach.
- Those whose goals are most central to yours to those least central.
- Those with greatest clout to those with least clout.

Use modified voting to speed up the process of answering these questions.

Usually between three and five groups emerge as the ones to approach first. Start with these. You want to score a few successes before you tackle more distant groups. Decide whether you think they should be asked to join the coalition. If so, ask the steering committee to approve your decision and to issue an invitation.

Assign at least one member of the committee to research the second layer of groups, so that you can figure out how to approach them. If you don't, you're apt never to get to them.

Research Each Group to Determine the Best Approach

Even for those groups whom you think you know well, ask:

- What are this organization's goals?
- How does it operate? (Is it an advocacy group? A service group?)
- What are the organization's strengths? Weaknesses?
- Who runs the organization?
- What is the best way to approach this group in order to get the most commitment out of it?

Set Up Meeting with the Organization

The meeting can take many forms. You can:

- Present the project during the regular monthly meeting.
- Address the board.
- Invite the leadership and/or membership to come to a meeting you are hosting.
- Call a community-wide meeting of organizational heads.

Whatever your approach, ***know why you are going to a meeting and what you want to leave with.*** Make sure that the right people are at the meeting so that the decisions you need can be made. For example, if you are seeking the endorsement of the top leadership and a commitment to work with you to recruit volunteers from their membership meeting, you would be better off going to a board meeting than to the monthly program meeting.

When you set up the meeting, be very clear about its purpose. Explain:

- Who you are.
- What your goals are.
- Why they are important.

- What the campaign plan is.
- How the community will benefit.
- What you want them to do.

Make Your Pitch At The Meeting

It is important that you present yourself well at this meeting. Prepare a short statement and practice it before you go to the meeting. Don't simply stand up and start talking. Nearly everyone who does this comes across ill-prepared and incoherent. You do not want people to think poorly of your campaign, much less of you personally. Your presentation should cover the same points you covered to set up the meeting, but in more detail.

Look for a common ground or common interest between you and the group you are addressing. Try to establish a bond between you and the group. For example, show how the campaign goals fit in with their organization's goals. Mention projects you may have worked on together in the past. You may know some of the people present. If you are representing an organization, mention any cooperative efforts or mutual goals.

It's a good idea to bring written materials with you, but don't give them to the group until you are through talking. You want them to listen to you, not to read. Whatever you leave should have the campaign's address and phone number, your name, and a number where you can be reached, if it is different from the campaign's.

"Look for a Common Ground"

Get a concrete commitment. After you and the group have discussed your proposal, end by asking directly, "Can you participate?" Leave the meeting with a commitment from the group to do something, if at all possible. It is best to have several options, ranging from the ideal to a minimal commitment. For example, the ideal would be:

- The organization will join the coalition and commit to recruiting a specific number of volunteers in the next two weeks.

A fall-back would be:

- The organization will join the coalition and ask its membership for volunteers.

The next level would be:

- The organization will join the coalition and send one person to represent it.

And so on.

Try never to be turned down flat. Get the organization to agree to something, even if it is to be kept informed of the campaign's progress. You want to have a door open to return later on and ask again. If they agree to become involved, leave them with something concrete to do to carry through on their new commitment.

Follow Up After the Meeting

Write or call to thank the person who helped you set up the meeting. Do the things you promised to do. Make sure that the organization takes the next steps, whatever they are, so that it begins to take an active part in the campaign.

Keep a file box with an entry for every coalition member. A sample Coalition Member card appears on the following page.

Also, keep a card on every organization which declined to take part, with the names and dates of your original contact and the reason for refusal, if any was given. This will not only keep someone else from duplicating your work later on, but may enable you to turn some of those refusals around as your campaign progresses.

Method 2

Recruit Individuals

There are several methods of recruiting individuals, including but not limited to holding events, having house meetings, and responding to individuals who come to the campaign on their own.

Hold Events

One way to recruit individuals is to hold some kind of event to attract people interested in the issue. While they are gathered, you can explain your campaign and show them how they can join up. The easiest crowd-gatherers are well-known speakers, free movies, and fun times, such as picnics or fairs. Holding events also allows you to publicize your campaign.

Event Suggestions

- ***Speakers***

Think about local people who are well-known in your community: a female newscaster, politician, leader of a feminist organization, or athlete, for example.

- ***Movies***

Your state department of education, your local library and your local school all have films available for community use. They are nearly always free. There are several excellent films on sexism in education, non-traditional job opportunities for girls, and non-sexist child-rearing. We recommend sending away for *Spotlight on Sex Equity: A Filmography* (see resource listing on page 55).

- ***Fun Times***

Picnics and fairs are big efforts to mount. We suggest you avoid sponsoring these to begin with. However, sometimes your local schools or other organizations put on community-wide events like these, and you can piggyback on them. In Harford County, Maryland, the local women's commission runs an annual fair that has become a statewide event.

Tips On Recruiting At Events

During the program, take a few minutes to explain briefly who you are, why you are sponsoring or appearing at this event, and what you need volunteers for. Have a brochure or handout explaining your campaign and listing coalition members. Make it attractive to read. Also have sign-up cards ready to pass around as soon as you finish speaking. Make sure you have enough helpers to pass out and collect the cards quickly and efficiently.

Shown below is a sample sign-up card, which you can adapt to fit your needs.

Have House Meetings

A second method is to hold small gatherings or "house meetings" in the homes of people already working on the campaign. These meetings are often successful because they are smaller and more personal.

Respond to Individuals Attracted on their Own

Individuals may come to you on their own, attracted by your publicity message, in answer to your brochure appeal, or inde-

Sign-Up Card

Name _____

Address _____

Phone: (day) _____ (evening) _____

Skills _____

☐ I am interested in finding out more about (describe your issue).

☐ I have children in our public schools.

Coalition Membership Card

Organization _____

Address _____ Phone _____

Officers _____ Contact _____

PEER Campaign Rep _____

Meeting days of executive council or board

_____

Newsletter issued every ☐ month ☐ week ☐ bimonthly

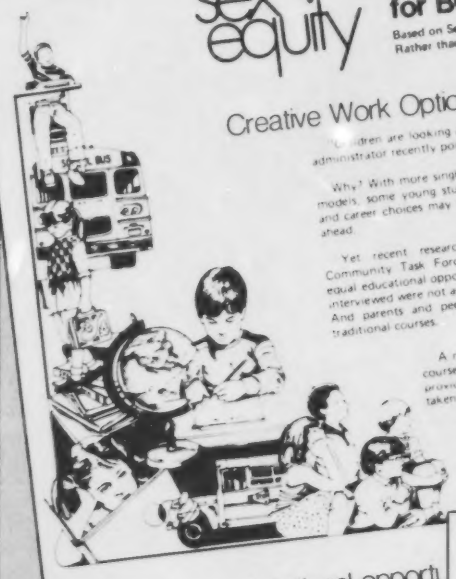
Deadlines _____

Editor _____ Phone _____

sex equity

EQUAL EDUCATION for BOYS and GIRLS

Based on Self Knowledge
Rather than Expectations of Others . . .



Creative Work Options

...ldren are looking at jobs differently," a Green Bay public administrator recently pointed out.

Why? With more single parent and two-income families as role models, some young students realize that traditional educational and career choices may not adequately prepare them for what lies ahead.

Yet recent research in Green Bay by the Sex Equity Community Task Force, a group of local women interested in equal educational opportunity, showed that a majority of students interviewed were not advised of nontraditional programs at school. And parents and peers often pressure the student to choose traditional courses.

A non traditional approach, such as a girl taking courses to prepare her for a plumbing career, may provide her with a better income than had she taken a traditional secretarial course. A boy may see the need for a home ec background so he can better care for himself or pull his weight at home if he marries.

Why is equal educational opportu...

Most girls and boys continue to move in traditional... Many girls train for homemaking or dead-end, low pay... current statistics:

In Wisconsin, women make up 42.6 percent of total employment--but earn only 57.5¢ for every $1 earned by men.

One of every four households in Wisconsin is headed by a woman and 25% of these earn poverty level incomes.

In the over 65 bracket, three times as many women as men have income below poverty level.

Here is an example of how one community group used a flyer to recruit campaign workers and explain their issues.

In the hopes that organization and communication can start wheels rolling in a more positive direction, the Sex Equity Task Force has designed these goals:

To build awareness in the community that assures work choices remain open and uninhibited.

To provide in-classroom speakers who are currently employed in non-traditional jobs.

To coordinate school-community efforts to develop family and work skills for young men and women.

Community Involvement can make the Difference

HOW CAN YOU GET INVOLVED?

Check the area in which you are interested and mail this card back.

I am interested in:

- ☐ Working with the Schools
- ☐ Research in Career Options
- ☐ Community Outreach

(Please print)

NAME _____ PHONE _____

ADDRESS _____

_____ ZIP _____

Goal: To better help young men and women develop both family and work skills through cooperative school-community efforts. Sex Equity Community Task Force, 846 Cornelius Dr., Green Bay, WI 54301, (414) 468-1919. Contact: Dotty Juenger or Janice McCarthy.

pendently motivated by your issue. Make sure these individuals do not get "lost." Your recruitment intake process needs to include a systematic way to record names, phone numbers, and skills useful to your campaign.

Resources

The Treasure Hunt

A 9-minute videotaped playlet that explains why Title IX is important. Aimed at students and their parents. It's a perfect introductory piece for a recruiting session, a house meeting, a panel or a workshop. Especially good for groups working on math, science or career issues, since the story features a treasure hunt using clues with mathematical and scientific twists. Created and performed by the Pro Femina Theater; produced by PEER.

For information on rental rates, write or call PEER, P.O. Box 28066, Washington, D.C., 20005, (202) 332-7337.

Spotlight on Sex Equity: A Filmography

By Susan Morris Shaffer. The Mid-Atlantic Center for Sex Equity, Foxhall Square Bldg., Suite 252, 3301 New Mexico Ave., N.W., Washington, D.C. 20016, (202) 686-3511. Revised, January 1982.

A comprehensive listing of films, filmstrips, slide-tapes and videocassettes which deal with sex equity in education and sexism in child development, language, media and employment. The filmography is divided into several clear categories and a description of each item is provided. Necessary information such as length of film, rental and purchase prices, year of publication, and the address to obtain the film, is offered.

Women's Educational Equity Act Publishing Center

Education Development Center, Inc. 55 Chapel Street, Newton, MA 02160. Outside Massachusetts, toll free: (800) 225-3088; in Massachusetts, 1-617-969-7100.

The Center distributes a raft of equity materials developed for schools, and some for parents' and citizens' groups. They have films and videotapes for rent, self-instructional training packages, newsletters and curriculum materials. Send for their free catalog. And while you're at it, why not get copies for your schools?

Planning for a Change

By Duane Dale and Nancy Mitiguy. Citizen Involvement Training Project, Room 138 Hasbrouck Building, Division of Continuing Education, University of Massachusetts, Amherst, MA 01003 (413) 545-0111 ($6.00).

Put out as part of a series of manuals for community-based organizations, this manual contains advice on planning a program. Focuses on techniques for carrying out your planning process. Includes force field analysis and brainstorming, as well as other standard planning tools.

The Successful Volunteer Organization

By Joan Flanagan. © 1981, Contemporary Books, Inc., 180 North Michigan Ave., Chicago, IL 60601. 376 pp. ($8.95 plus $1.50 for postage and handling).

Contains an excellent chapter on holding meetings, including a detailed discussion about large community meetings. Also covers the nuts and bolts of incorporating, securing tax exempt status, and preparing budgets, annual reports and audits.

Publicity

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Publicity

It is important to be organized and to the point in every form of communication. But it is crucial in the media. The average person will see, hear or read a series of glimpses of your campaign message. How well these glimpses fit together to leave a coherent, lasting and favorable picture of your campaign depends on having each glimpse reinforce a common campaign theme.

Characteristics of a Good Campaign Theme

An overall theme should be the sum total of what the campaign stands for and wants to do. A good theme:

- Frames each of your sub-messages—those smaller issues that highlight the positive effects of your main campaign issue.
- Reinforces something the average person already believes.
- Affirms that the campaign and the average person share the same values.
- Should be expressed in the shortest possible form.
- Should suggest a comparison between your campaign and the situation you are trying to change, reflecting as positive and upbeat a message as possible.

Developing effective publicity is a campaign in itself. Carefully developed publicity builds campaign credibility and urgency.

Start with the plan for a publicity strategy developed during your initial planning meetings.

In this chapter we will cover the steps to carrying out your publicity plans:

Steps to Developing Effective Publicity

1. Write a basic message guide.
2. Develop media contacts.
3. Communicate with the press.
4. Prepare for and seek out interviews.
5. Use your press coverage even after it's over.
6. Take advantage of free publicity opportunities.
7. Use paid media options when appropriate.

Step 1

Write a Basic Message Guide

After establishing your theme, write a two- or three-page description which puts the overall theme and each of your submessages together in one document. The basic message guide will steer press relations and help

coordinate speeches and message production. It can also serve as a campaign position statement.

Step 2

Develop Media Contacts

The first part of a good media strategy is to cultivate media contacts. This is usually not too difficult. Media people are always looking for good material. They are interested in you, provided you can offer them local color, a new angle, or some other peg to hang a story on.

Research All Major Media Outlets

Much work on analysis of major media outlets in your community was done in your early planning meetings. You will want to build on this foundation in detailed research of your community's major media outlets.

Begin by listing all major newspapers, wire services, radio and television stations in your community. Note the area of coverage, circulation, type of audience (for example, rock and roll radio), correct address and phone number. Be sure to include major weeklies and bi-weeklies.

Next, contact each media outlet and find out who should receive news on education, in what form the information should be given, and when deadlines occur. Also, get the names of editors, news directors, assignment editors and reporters.

Now research secondary or speciality outlets. These include ethnic radio/TV stations and newspapers, cable television, neighborhood shopper's guides and special publications such as college newspapers, business and union publications, etc.

Finally, research special coverage opportunities. These include talk shows, special telecasts, guest appearances on radio programs and coverage by newspaper writers for feature articles. Find out names of producers and show hosts.

Compile Your Press Book

Once your research is complete, compile the information by market (or town) in a press book. Gather as many names and phone numbers as possible. These contacts will become your lifeline to the media.

Identify and Cultivate Key Media Contacts

Using the publicity analysis developed earlier by the core group and the results of your current research, identify the key media contacts you will need to develop. Then identify those members of your campaign who have contact with your key media people.

Develop a schedule for meetings with these key media. Think carefully about the people you send to these meetings. They should be responsible, articulate spokespersons for your campaign. You may want to send key members of your campaign to the most strategic meetings, accompanied by the contact person for each media person. Preferably, one person who visits should make any subsequent update calls as well.

Getting to know reporters and editors personally is the key to many successful campaigns. To inform selected media about the campaign in general, make your personal contacts early. To publicize a specific event, you may want to do a press release and follow up with a phone call, then a visit.

Your meetings may be brief but you will accomplish two important things: a sense of personal identification for the campaign and an assurance of your availability to the press for questions.

You will want to call these key media contacts from time to time with updates on your efforts. The key media contacts become reliable, accurate reporters of your campaign.

Step 3

Communicate with the Press

There are four basic ways to communicate with the press—press releases, press conferences, news events and telephone contacts. The most appropriate and effective means of communication depend on your community and the circumstance of each story.

We will discuss each of the above methods of communication in detail.

Issue a Press Release

The press release tells everything you want to say and gives a name and phone number for reporters who want further information.

Press releases are used:

- to notify reporters about press conferences;
- to issue policy statements, to respond to local happenings, to give reporters ideas for feature stories, and to announce new projects, findings, or activities;
- to provide background to reporters at news events.

A well-written release covers the basic "Five W's" (who, what, when, where and why). The press release should be as brief and simple as possible and still tell all important facts. The most important facts should be in the lead paragraph. An editor may get hundreds of releases every day and those that don't seem newsworthy by the first few lines generally get thrown away. Also, editors cut a story from the bottom so if you give your important information at the top, your basic information will remain. If your story is complicated, get the pertinent facts in the first two paragraphs.

How to Write a Press Release

There are three basic kinds of press releases:

- Announcement of press conference or event. This should be short and sweet. For example:

Memo to News Assignment Editors

The (*name of organization*) will hold a press conference Wednesday, August 12, to announce plans for _____ . The press conference will begin at 11 A.M. at

(address) _____

You can say who will attend the press conference, but it is not necessary to say just what your plans are for the press conference. If you tell the whole story in the press release, reporters may not show up.

- Releases with full statements about the particular announcement, happening, study, policy decision, project, etc. (See the sample release at the end of this chapter.)
- Hand-outs given to reporters at a press conference or news event to use for background and in conjunction with on-the-spot statements and interviews. The hand-out is optional, though many reporters appreciate it. It insures that they get the names, dates and facts straight and that they know the main points you want to emphasize.

Press releases should preferably be kept to one page—no more than two. Use 8½ x 14 paper if you need that room to get everything in. Use double spacing, type only on one side of the page and give day and evening phone numbers where you can be reached for further information.

Make up press release stationery if you can, using your organization's logo and including the following information:

News From (name of organization)

_____

(Street Address)

_____

(City)

For Information: *(Name of contact person and phone number)*
For Release: *(Give date or say immediate.)*

SAMPLE PRESS RELEASE

Peer

Project on Equal Education Rights

A Project of the NOW Legal Defense and Education Fund

1413 K Street, NW
Ninth Floor
Washington, DC 20005
(202) 332-7337

FOR IMMEDIATE RELEASE
May 11, 1979

Contact
Robin Gordon, Program Associate
(202) 332-7337

Cornell University Honored with "Silver Snail" Award

Cornell University has been named May 1979 winner of the "Silver Snail" award for "spectacularly sluggish affirmative action" for women faculty at its Ithaca, N.Y. campus. It's the first university to win that prize.

"Cornell's record is remarkable," Holly Knox, director of the Project on Equal Education Rights (PEER), said in announcing the award. "In seven years of affirmative action, the university managed to up the proportion of women faculty above the instructor level from just under eight percent to just over eight percent."

"At that rate, by 2395—416 short years from now—half of Cornell's faculty above the rank of instructor will be women," said Knox.

Nationally, women average 20 percent of college faculties above the instructor level.

Cornell's affirmative action program began in 1971. At the time, there were 1426 assistant, associate and full professors on its Ithaca faculty, of whom only 109 were women. By 1978, women numbered 126 out of 1509.

PEER, a Washington, D.C.-based project of the NOW Legal Defense and Education Fund, monitors and publicizes progress under federal law barring sex discrimination in education. It picks prize winners periodically from among schools, colleges and government agencies nominated by the public for the snail's pace of their steps toward fair treatment of both sexes.

The U.S. Department of Health, Education and Welfare captured both previous PEER Silver Snails for its ooze-like enforcement of Title IX of the 1972 Education Amendments. Title IX is the major federal law barring sex discrimination in schools and colleges receiving federal funds.

HEW won the first in September 1978 for sitting five years without taking action on a Title IX complaint filed against a Texas school district. It's still sitting.

PEER honored HEW a second time last January, for trudging along six years without finishing up work on a broadscale sex discrimination complaint against Western Michigan University.

# # # # #

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About release dates: you do not usually need to give a specific date if you are announcing a press conference and not giving other information. However, the release date has several uses. You may not want certain information made public before a certain date, but you may want the press to have more time to work on the story. You may want your story released on a specific date to coincide with an event that is strategic to your campaign. Or you may want news stories to dovetail with a campaign event, such as the first day of research in your school files.

Hold a Press Conference

Press conferences serve two basic purposes:

- to make an important announcement or statement;
- to make you or your campaign accessible to the working press.

Generally speaking, a press conference is called only when there is brand new information to be announced for the first time to the press. The scheduling of a speech, for instance, is usually not newsworthy enough to warrant a conference. However, an upcoming speech by the superintendent of schools in which he or she will discuss your campaign in a favorable way is news and would be a good opportunity for a press conference. Beginning research or presenting research findings are newsworthy events. A press conference built around one of these can also announce new plans in your campaign.

How to hold a press conference.

The press is invited by press release and/or telephone to a press conference. Unless the local press seems anxious to cover everything you do, give them some idea of what is going to be discussed—even it it is only a hint or a "tease." Make it seem important and newsworthy.

When scheduling a press conference, check first with the wire services or newspaper assignment desk to make sure there are no conflicts. Then notify all members of the press at least 48 hours in advance. Make sure accommodations are adequate and that adequate electrical power is available.

Above all, be original. If the press finds your story interesting, they will present it in an interesting way to their readers or listeners. So, have that news coverage on quality education in front of a run-down school, rather than a hotel ballroom.

If there's time, send out a press release timed to arrive at least two days before the event.

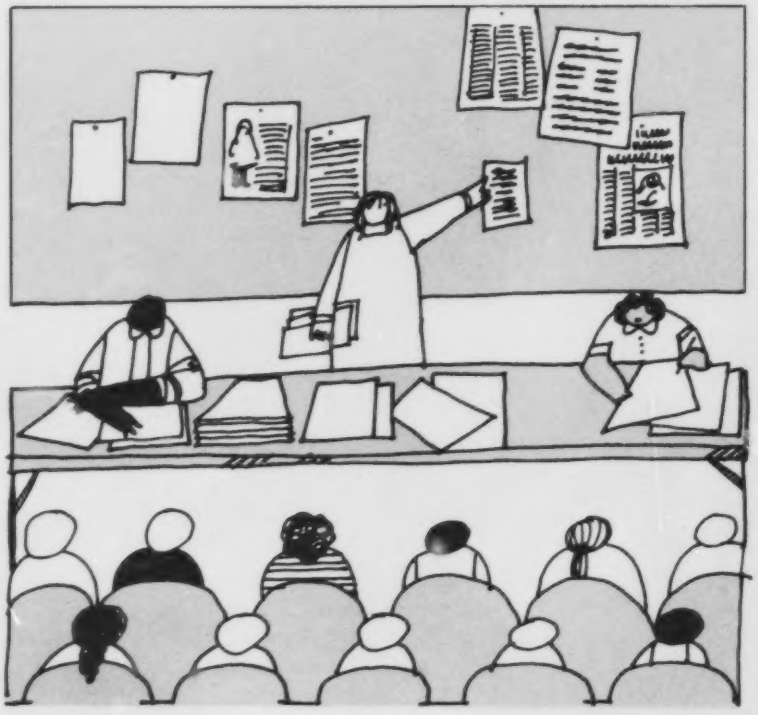
Telephone the AP and UPI desks to make sure it is listed on the daybook. (A daybook is a calendar of "news events" taking place on any given day.)

Telephone all the news desks the day they should receive the press release to make sure they got it and know about the story. Then, early in the morning of the event, call again to remind them. It's all right to ask if they are planning to cover the event. They may say "yes," "no," or "I don't know—will try." That last is legimite—it all depends on what else is happening in the city at about that time.

Have a "sign-in" sheet near the entrance with a member of your organization assigned to the post of requesting press people to sign in as they arrive.

Your press representative should call the conference to order as soon as it appears that most of those coming have arrived. Don't wait too long; you can always repeat things if

"Hold a Press Conference"



necessary. Introduce yourself, tell reporters who is going to speak and introduce them, and give their titles if the information is not on a hand-out. Say whether questions will come after each speaker (if there is more than one) or at the end.

Often TV and radio reporters will ask to hold separate interviews after the press conference or they will ask the speaker to repeat what has been said. If a reporter or camera crew comes, you may have to repeat everything for them after everyone else has finished.

Try to be considerate of their deadlines at the same time you judge which media is most important to you. (Newspaper reporters are sensitive about people showing more deference to television. TV often is the more important medium from the standpoint of impact, but try to soothe any ruffled feelings.) When it looks like everyone has asked everything they wanted to ask, just say, "Are there any more questions?" "Then, thank you all very much. If you need further information, you can reach me at the number on your press release."

Make sure that you have personally greeted, introduced yourself to and written down the names of all the reporters who were there.

How to follow up the press conference.

If some major media did not come to the press conference, you can call them and try to get them to take the story over the phone. Or you can deliver your hand-out by messenger or in person that same day. (Timeliness is important; if any media at all uses the story, it is not likely that other media will use it a day late.)

Some radio stations take news "beeper" interviews over the phone. Find out in advance which ones they are and which numbers to call. Call them right after the press conference and ask if they'd like to do a phone interview.

Sponsor or Piggyback on a News Event

If you are taking the opportunity of a community festival or other event to "piggyback" an announcement by your speaker about a new phase of your campaign, for example, reporters may well be interested in a brief interview with your speaker, particularly if you have informed them in advance. Your fundraising committee may plan a gathering with newsworthy aspects: presenting a medal to the first girl to win your community's yearly marathon, for instance.

While such events are not, strictly speaking, press conferences, it is still appropriate to invite key media people and to make your "stars" available for questions from the press.

A backgrounder is helpful in situations where reporters may not have much on-the-spot time. See the section on how to write a press release.

Develop a Feature Story

Something that is not a news event may well be a feature story. This kind of extended article does not require a press conference or special announcement. Rather, they grow out of carefully done overall press work, the cultivation of key media contacts with ongoing, reliable information, and personal contact with editors.

Once your campaign is underway, you can send a memo or letter to editors you believe to be friendly or interested. Another approach is to call an editor for an appointment to discuss your campaign in-depth. Yet another, if you have time and resources, is to hold a press briefing luncheon, where one of your campaign spokespersons can discuss your plans in detail, and engage in informal conversation with a few selected media people.

A good feature story can be of immense value in deepening community understanding of your issues and broadening your base of support.

Step 4

Prepare for and Seek Out Interviews

Identify your most articulate campaign spokespersons. Call radio and TV stations and speak with the producer (or host or hostess). Tell them about your campaign and offer your most interesting speaker.

For newspaper interviews, call your selected reporters or editors for the major

DOS AND DON'TS FOR INTERVIEWS

DO . . .

- Answer questions with short, to-the-point, sentences. Television and radio particularly require short, quotable statements because they have very little time for interviews.
- Use examples.
- When taking a press call, always ask:
  a. What is the reporter's deadline?
  b. What type of story is he or she doing?
  c. What does he or she want to know?
- Return press phone calls, even if it is only to say that you have no comment at this time.
- If the reporters want a quick comment, refer him or her to the head of the organization or the public relations person who has been empowered to make statements for the organization.
- Use the basic message guide when preparing for an interview. Shape your remarks to the campaign theme and the submessages.
- Control the story. Make sure the reporter gets enough background information to understand the issues. Make sure statistics and hard data are included, and refer reporters only to those persons who are the most articulate and who would provide a positive image for the organization.
- Before giving an answer you don't want to see in print, clearly say, "This is off the record." If you don't want to have a quote attributed to you, say, "This is not for attribution." If you are only giving information, but do not want yourself or your organization mentioned, say, "This is background."
- Provide press with background on your organization. They may not use it immediately, but should have it to refer to. And, it may spark their memory in dealing with you in the future.
- Say you don't know, when you don't. *But* offer to find out and get back to them as soon as possible.
- Write thank-you letters and make thank-you phone calls when a reporter has put time and energy into a story.
- Brief and role play before an interview so that you are prepared.

DON'T . . .

- Lie to reporters. Give them the most positive story you can, but don't fake it.
- Wear jewelry or busy prints or black or white clothing on television. Jewelry makes noise, large earrings distract from the person being interviewed, and the wrong clothing also distracts. Solid colors, especially blue or green, help create a calm, uniform background.
- Ramble without making a point. Particularly on television, sentences should be short, descriptive, and to the point.
- Use governmentalese or any jargon or language not readily understood by a general audience.

  Example: Don't say, "After reviewing school documents, including the self-evalution, we have determined that the San Simeon Unified School District has failed to comply with Title IX."

  Do say, "Girls do not have the same chances to play sports in our school district. We believe that fewer teams and inferior equipment are violations of Title IX."
- Even though they may be sympathetic to your position on a given issue, reporters are not friends. They are professionals with a job to do, so treat them as such. Get to know them, see them when they are not covering a story, but remember they are always looking for leads. Make sure you give them information that is beneficial to you.
- Get defensive. It is a sure tip-off that you have something to hide. Try to relax, take a deep breath, and think before answering a tough question. Call someone back if you have to think about the question before answering.

newspapers in your community. (Do not neglect county weeklies and bi-weeklies if their readership is significant. Often you will have an easier time getting an interview with these papers and the more stories, the better.)

Step 5

Use Your Press Coverage Even After It's Over

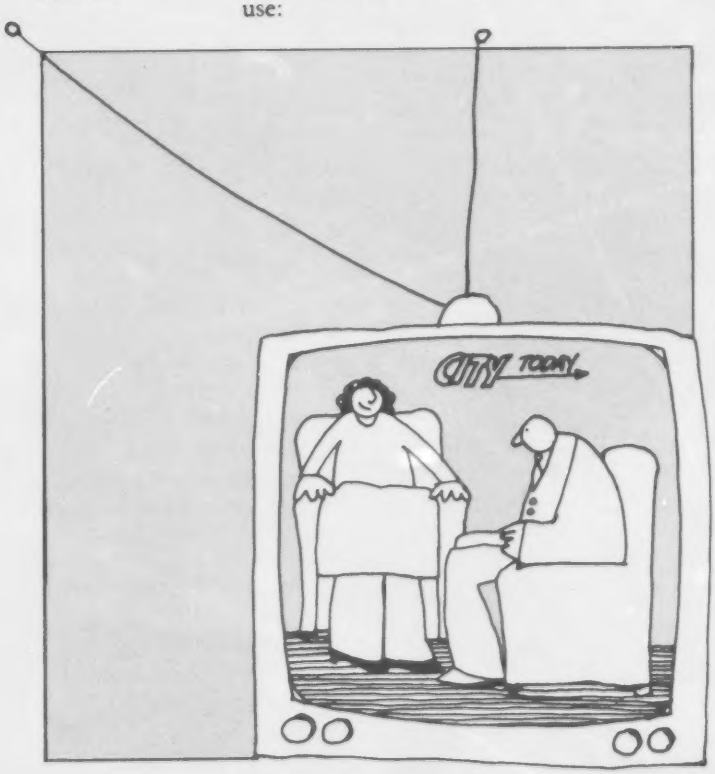
There are many ways you can put your press coverage to work for you long after the stories appear in the newspaper.

A good way to keep your press clippings is to paste them up on your organization's letterhead along with the logo of the newspaper and the date the article was published. As your collection grows, you may want to store the clippings in a looseleaf folder.

For television transcripts, you can tape the broadcast yourself and then type up the report on your organization's letterhead for inclusion in your clipping book.

When you have your press clippings in order, you can select from the best of them for a number of uses. Some ideas for their use:

"Talk Show Interview"



- Select five to ten of your better clippings and make a xerox of them. Arrange the copies on a page as a montage, underlining or highlighting the sections you will want readers to notice. Then have your montage reprinted for use as a handout piece when you're involved in large gatherings.
- You may want to initiate correspondence with a key member of Congress in which you would enclose the montage along with a cover letter stating that you want to keep your Senator or Representative informed of your organization's activities. You are also letting the member of Congress know that you are hard at work with her or his constituency.
- Also a valuable use of your press clippings is to have them on display at your organization's meeting place to inform visitors and program participants of your activities.

You will also want to keep a notebook of general press coverage of your campaign issues. Here are two examples where they will be useful:

1. Generally press clippings are good for research. For example, if you or a member of your organization has a speaking date or is scheduled to testify on an issue, press clippings relating your issues can form a good portion of your speech or testimony.
2. You can use press clippings concerning your key targets for change to keep up-to-date on their activities. In addition, with such monitoring of their press, you can more precisely gauge the effects of their activities on your issues. Their press clippings can also help you point out the inconsistencies in their arguments against your issues.

Step 6

Take Advantage of Free Publicity Opportunities

Free or nearly free publicity opportunities arise in such a variety of ways; only the limits of imagination restrict them. Here again, you will want to think about the publicity

targets your planning meetings decided upon, and then think creatively about how to reach those targets. In fact, free publicity ranges from articles in church and organizational magazines to posters at community fairs to a few minutes of time speaking to a local PTA meeting.

Here we will discuss two major ways you can reach large numbers of people with your message, virtually free of charge.

Public Service Announcements

Public service announcements (PSAs) are spot announcements about issues of community concern. They are used on the air at no charge. Recently the Federal Communications Commission has relaxed its rules requiring that a certain amount of air time be set aside to benefit the community. PSAs are now more difficult to place. We don't suggest that you spend your time developing them. However, if you have a good chance of getting them placed, here are the general guidelines:

- The announcement shall affect fairly large numbers of people.
- The event, information or publication shall benefit the audience.
- The information can be read in 10, 30 or 60 seconds (time them).
- When the announcement is event-related, the information is provided two weeks or more prior to the time the event occurs.

Preparing PSAs for radio.

You can prepare PSAs for radio in several ways. Make tapes and offer them to the radio stations. Or provide the script and ask that the message be used as a public service announcement. Again, make sure your message fits within a standard format and indicate on the script the reading time.

Preparing PSAs for TV.

The simplest PSA to make for TV is to prepare a tape and provide a slide to be shown while the tape is played. Or provide the slide and a script to be read by one of the station announcers. If you have professional public relations people working on your campaign, you may want to make a brief filmstrip for distribution as a public service announcement.

Arrange for Billboard Space

Billboards are useful in campaigns to build issue identification. You will not use billboards for detailed messages. A good billboard should include little more than a name, a picture and a short phrase.

The Outdoor Advertising Association of America donates a generous amount of free billboard space to qualifying public interest efforts every year. For more information about this possibility, you can write them:

Outdoor Advertising Association
of America, Inc.
24 West Erie Street
Chicago IL 60610

Also, your local outdoor advertising council, and some billboard owners themselves may well be responsive to donating space.

This will vary from community to community, depending on support for your issues.

Step 7

Use Paid Media Options When Appropriate

Billboards.

If obtaining free billboard space is taking more time and legwork than you wish to give it, you may want to pay for this advertising. Billboards can definitely help provide community familiarity with your campaign in a non-threatening way.

Newspapers.

Newspaper advertising is usually not a good investment for issue campaigns. People who read newspaper ads generally are looking for a specific item which they are already convinced they need.

Newspapers are effective, however, in conveying special information quickly and simply—such as an impending appearance by a speaker in your issue area, notice of an upcoming meeting, etc.

Tabloids.

Tabloids are multi-page circulars which can be useful in providing the public with in-depth information about your campaign and its messages. They can be prepared in any number of pages divisible by four, and

can be distributed via newspaper insertion, mail or neighborhood delivery services. It should be noted, however, that tabloids usually are not cost-effective unless they are prepared in large quantities.

Spot radio.

Spot radio is extremely good for targeting messages either geographically or to specialized audiences. Local listening surveys (available in most local libraries) divide radio audiences by age as well as socio-economic backgrounds. Spots can be bought in 10-, 30-, and 60-second lengths. Rates are usually higher for high-traffic times (i.e., during rush hours when people are in their cars), but in any case, radio time is generally a real bargain.

Spot television.

This type of paid media has the highest audience reach for the dollar in delivering basic messages to the mass audience. It can also be bought for some specialized audiences (such as sports day-time, etc.). Depending on the market, spot television can be bought in 10-, 20-, 30- and 60-second lengths.

Brochures.

Brochures are used to convey the entire campaign message, usually in connection with building a support base and organization. They can also be used to appeal to voters as direct mail pieces.

Resources

Publicity: How to Get It

By Richard O'Brien. © 1977, Barnes & Noble Books, New York, NY. 176 pages, $2.95.

Written by a press agent with more than fifteen years experience, this how-to book spells out dozens of possible ways to obtain publicity, and how to do it without hiring a professional publicist. "It has long been my conviction," says O'Brien, "that many of my clients, even though amateurs in the field of publicity, could have done the job better.... No one could know more about himself than a client; if his mind is restless enough, no one can think up more avenues of self-promotion than a client." The same goes for a campaign group.

The Role of Public Relations in Whatever You Do: League of Women Voters Media Kit

Available from the League of Women Voters, 1730 M Street, N.W., Washington, DC 20036, publication no. 163, $2.50.

This kit includes advice on how to set up a speakers bureau, how to work with the print and broadcast media, and how to produce a slide show.

Guide to Public Relations for Nonprofit Organizations and Public Agencies

The Grantsmanship Center, 1031 S. Grand Avenue, Los Angeles, CA 90015, $1.35.

Includes how to organize a press conference, how to write a press release, how to get your message on television, and how to talk to reporters.

Organizing: A Guide for Grassroots Leaders

By Si Kahn. © 1982, McGraw-Hill, New York, NY. 387 pages, $7.95.

One of the very few books recommended as "should read" material to every person committed to increasing opportunities and improving the quality of community life. The media chapter has a good discussion on how and when to approach the media.

Here are examples of how one local campaign used endorsements to help publicize some of their activities.

RESOLUTION
DESIGNATING APRIL "PAYOFF" MONTH

WHEREAS, PAYOFF (Preparing All Youth for Occupational and Family Futures) is a coalition of citizens and organizations which has formed to help eliminate sex bias from our environment; and

WHEREAS, in the past, society taught limited roles to girls and boys, giving each group different messages about their place in society and the skills needed to fill their assigned roles effectively; and

WHEREAS, we are no longer confined to old stereotypes; women's and men's roles are expanding, in part because economic realities demand it; and most girls and boys growing up today will be responsible for their own financial security during at least some portion of their adult lives; and

WHEREAS, our young people deserve a wide range of experiences to positively influence their future aspirations and their confidence to handle the responsibility and independence of adulthood; and

WHEREAS, PAYOFF's goal is to assist schools and the community to prepare all youth for the changing world of family and work; and is presenting a series of community programs for parents and youth to prepare all youth for occupational and family futures;

NOW, THEREFORE, BE IT RESOLVED BY THE MAYOR AND TOWN COUNCIL OF THE TOWN OF WINDSOR:

That the Windsor Town Council endorses PAYOFF's goal and proclaims April, 1982 to be PAYOFF month.

THE HARTFORD COURANT, FEB. 8, 1982

gram Aims To Dispel reotypes Linking Gen and Jobs

C KNAPP
/ Writer

igh-school-aged
e interested in
o, chances are
ecome a doctor

of today may
eers based on
erns, because

of about $2,000 she received under a program for promoting sex equity in education. Payoff (Preparing All Youth for Occupational and Family Futures) has enlisted the help of the Windsor League of Women Voters, the Windsor Jaycee Wives, the Windsor Clergy Organization, the Clover Street PTO and the Board of Education to present its programs, which will be geared to junior high school and high school students and their parents.

The first will be a panel of six speak-
be traditionally held by
said Mary

March 17 at
School.

The secon
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young people
It is to help
parents mak
for the futu
Parkhurst sa

"Children
on their pare
"Parents hav
children that
just no longe

The third
talks by sc

THE WINDSOR JOURNAL, APRIL 16, 1982 7

Payoff Progra on Note of Pa

"The Partnership of Parents and School," a workshop describing school services and tips for parents, will be presented by Gary Parkman, coordinator of Guidance and Student Services for Windsor schools, at Sage Park Junior High School on Wednesday, April 21 at 7 p.m.

The program will discuss how the school system meets its goals of developing students' abilities without limitations of sex role stereotyping. Parkman will describe programs and services for students and parents and will suggest how parents can help their youngsters prepare for independent adulthood.

The Town Council has proclaimed April as Payoff Month; the presentation of this final program in the series "Will Your Child be Ready?" concludes the Payoff coalition's observance of Payoff Month.

The program is free of charge to the public and parents are encouraged to attend with their children.

PEOPLE IN BUSINESS

James R. Curtis of
Taylor Rd. has been
moted to vice presi
human resources, at
ford National Bank. H
graduate of Bates Colle
and the Williams School of
Banking.

CHRISTOPHER J. DODD
United States Senate
Washington, D.C. 20510

March 5, 1982

Dear Ann:

Thank you for your kind invitation to the Windsor Project PAYOFF news conference.

Although a previous commitment prevents me from joining you in person, I did want to add my voice to those supporting your innovative efforts in helping youngsters and their parents recognize the limiting effects of stereotyping in career opportunities.

I further congratulate the Windsor Town Council and the Education Department for their support of your efforts.

Be assured that I stand ready to lend whatever assistance I can in furthering your worthy goals.

With every best wish I remain,

Sincerely,

CHRISTOPHER J. DODD
United States Senator

Ms. Ann Parkhurst
Project PAYOFF
669 Matianuck Avenue
Windsor, CT 06095

HEADLINES FROM PAST CAMPAIGNS

**"Title IX in Focus—
Group Studies Compliance"**
Jackson Citizen Patriot (Michigan)

**"Equal Education in Area
to be Scrutinized"**
Lansing State Journal (Wisconsin)

**"Program Aims To Dispel Stereotypes
Linking Gender and Jobs"**
Hartford Courant (Connecticut)

"Payoff: Trying to Eliminate Sex Bias"
The Windsor Journal (Connecticut)

"PEER Pressure Put on Denver Schools"
La Voz Hispaña de Colorado (Colorado)

**"Group Offers Tips on Fighting Schools
Sex Discrimination"**
Grand Rapids Press (Michigan)

"Teenagers Need Exposure To Career Options"
Eau Claire Leader Telegram (Wisconsin)

**"NOW Gives Schools Failing Grades
in Upgrading Girls"**
Macomb County Legal News (Michigan)

"Top Education Posts Filled Mostly By Men"
Flint Journal (Michigan)

"Future Jobs Demand Math, Science Skill"
Milwaukee Sentinel (Wisconsin)

"Physics Blitz Works: Size of Classes Jump"
West Oakland Press Gazette (Wisconsin)

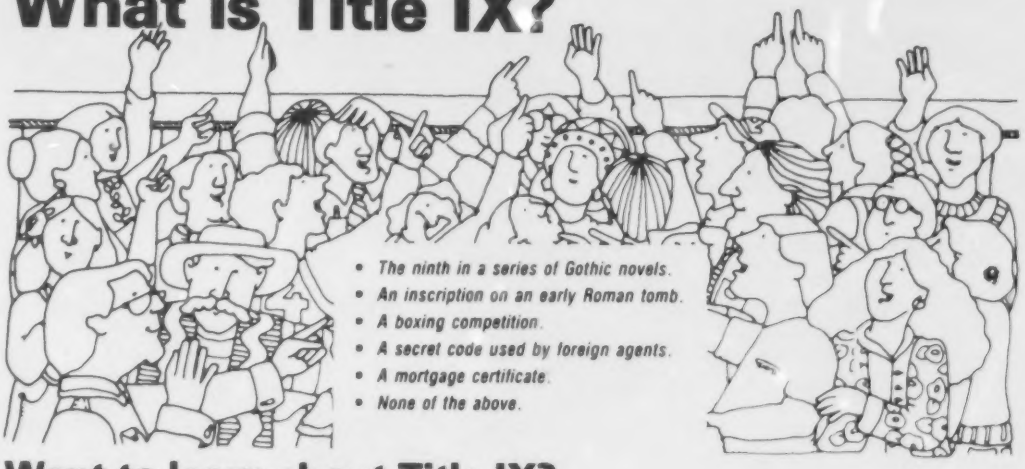
"School Will Seek Sex-Equity Grant"
The Brighton Argus (Michigan)

"Panel Presses Schools' Equity"
Green Bay Press (Wisconsin) Gazette

"Title IX is not Just Athletics"
Kalamazoo Gazette (Michigan)

You can use this ad. A camera-ready copy is available from PEER for $5.00.

What is Title IX?



- *The ninth in a series of Gothic novels.*
- *An inscription on an early Roman tomb.*
- *A boxing competition.*
- *A secret code used by foreign agents.*
- *A mortgage certificate.*
- *None of the above.*

Want to learn about Title IX? Read on.

Title IX prohibits sex discrimination in schools and colleges receiving federal money. Since 1972 when Congress passed the Education Amendments, Title IX has greatly increased the opportunities for girls and women.

Title IX may benefit you or your children in these ways:

SPORTS

Because of Title IX, schools offer girls and young women more opportunities to participate in all sports programs. Through sports girls develop an appreciation for hard work, learn self-respect, teamwork and leadership skills. Since Title IX:

- The number of women in college sports has increased 250%
- Girls playing high school sports have increased from 7% to 35% of all students in sports
- 10,000 young women are now attending college on athletic scholarships, including many who could not afford to go without this assistance.

JOBS

Almost one-third of the nation's professional women work in the field of education. Title IX protects their rights:

- School systems are upgrading salaries and benefits for all teachers to insure that men and women teaching similar courses receive equal pay
- More women educators are becoming school administrators and principals jobs which currently are held by men.

SCHOOL ADMISSIONS

Under Title IX admissions' policies have broadened to include more women. Between 1972 and 1980 the number of women:

- in medical school rose from 11% to 26%
- in law school, from 10% to 34%
- in veterinary school, from 12% to 39%
- awarded doctorates, from 16% to 30%.

STUDENT RIGHTS

Title IX guarantees equal treatment of students both inside *and* outside the classroom:

- School counselors have begun to test and score all students in the same way and encourage both boys and girls to pursue the career which would be right for them
- School districts cannot expel pregnant students or prevent them from participating in school activities
- Some colleges have established policies which prohibit sexual harrassment and have set grievance procedures for dealing with it.

TITLE IX...A Decade of Progress Toward a Better Tomorrow

For information on how Title IX may help you or your children, write or call

Peer *Project on Equal Education Rights*

P.O. Box 28066
Washington, DC 20005 (202) 332-7337

A Project of the NOW Legal Defense and Education Fund

You can use this ad. A camera-ready copy is available from PEER for $5.00.

Is your daughter still treated "almost as fairly" as your son?

Is she tested and scored in the same way as the boys in her classes?

Fact: Some schools use separate scoring systems for girls which guide them into lower paying, traditionally female careers. Black women earn only fifty-four cents for every dollar earned by men.

Is she encouraged to develop all her skills or is she discouraged from demonstrating certain mechanical and mathematical skills because they are unfeminine?

Fact: In 1979, black women comprised only 4% of the total number of students enrolled in technical vocational education programs.

Do her teachers explain the importance of math and science courses to her future? Is she shown how these skills apply to the better paying, highly technical jobs of tomorrow?

Fact: Engineering is one of the fastest growing, high paying professional fields, yet in the academic year 1979-80 black women represented less than one out of every hundred engineering graduates.

Does her school support girls' participation in sports? Does she know that excellence in sports may lead to a college scholarship?

Fact: Boys still outnumber girls on the playing field 3 to 2 and girls' teams often have inferior facilities, equipment, less coaching time and publicity.

Title IX of the Education Amendments of 1972 protects your daughter (and son) from sex discrimination in every school and college program receiving federal money. It guarantees equal treatment, access and counseling of all students both inside and outside the classroom.

TITLE IX...A Decade of Progress Toward a Better Tomorrow

If you want to know more about your daughter's rights under Title IX, write or call . . .

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Washington, D.C. 20005 (202) 332-7337

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Is your daughter still treated "almost as fairly" as your son?

Is she tested and scored in the same way as the boys in her classes?

Fact: Some schools use separate scoring systems for girls which guide them into lower-paying, traditionally female careers. Women still earn only fifty-nine cents for every dollar earned by men.

Is she encouraged to develop all her skills or is she discouraged from demonstrating certain mechanical and mathematical skills because they are unfeminine?

Fact: In 1979, women comprised only 18% of the total number of students enrolled in technical vocational education programs.

Do her teachers explain the importance of math and science courses to her future? Is she shown how these skills apply to the better paying, highly technical jobs of tomorrow?

Fact: Engineering is one of the fastest growing, highly paying professional fields, yet in the academic year 1979-80 women represented only one out of every ten engineering graduates.

Does her school support girls' participation in sports? Does she know that excellence in sports may lead to a college scholarship?

Fact: Boys still outnumber girls on the playing field 3 to 2 and girls' teams often have inferior facilities, equipment, less coaching time and publicity.

Title IX of the Education Amendments of 1972 protects your daughter (and son) from sex discrimination in every school and college program receiving federal money. It guarantees equal treatment, access and counseling of all students both inside and outside the classroom.

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P.O. Box 28066
Washington, D.C. 20005 (202) 332-7337

A Project of the NOW Legal Defense and Education Fund

You can use this ad. A camera-ready copy is available from PEER for $5.00.

The Year 2000 . . . Where Are Your Skilled Personnel?

Government and private-sector analysts are predicting an extreme shortage of highly skilled workers to meet this country's expanding technical needs. They believe the U.S. is nurturing a society of "technological illiterates" who lack the ability to understand data, evaluate problems, and apply learned concepts to everyday living. Although there is disagreement as to the severity of the problem, no one denies that it exists and is worsening with each graduating high school and college class.

The failure to understand and pursue advanced technical studies begins early in a student's academic training. Students, particularly girls, can develop "mathemaphobia" or an aversion to science through lack of parental support, ineffective school counseling, or a teacher's negative reinforcement of the student's classroom performance. And, unfortunately, society still restricts a young person's options by assuming he or she will follow a "traditional" career — that is, girls will be nurses and boys will be doctors.

The shortage of skilled workers will only increase if business does not begin to fight the problem now. You can encourage young women and men to develop their interests in technical work by providing technical training to all employees who desire it, coordinating after-school and summer work programs for students and informing area technical and secondary schools that you hire trained students.

There is a federal education law which can assist you in your fight for technological literacy. Passed in 1972, Title IX of the Education Amendments prohibits sex discrimination in schools and colleges receiving federal money. Among its far-reaching functions, Title IX ensures that all students are encouraged by teachers and school counselors to pursue the career which would be right for them, whether it is engineering, systems' analysis, or industrial management. Title IX also has broadened admissions' policies at colleges and vocational schools to include more women . . . your labor force of tomorrow.

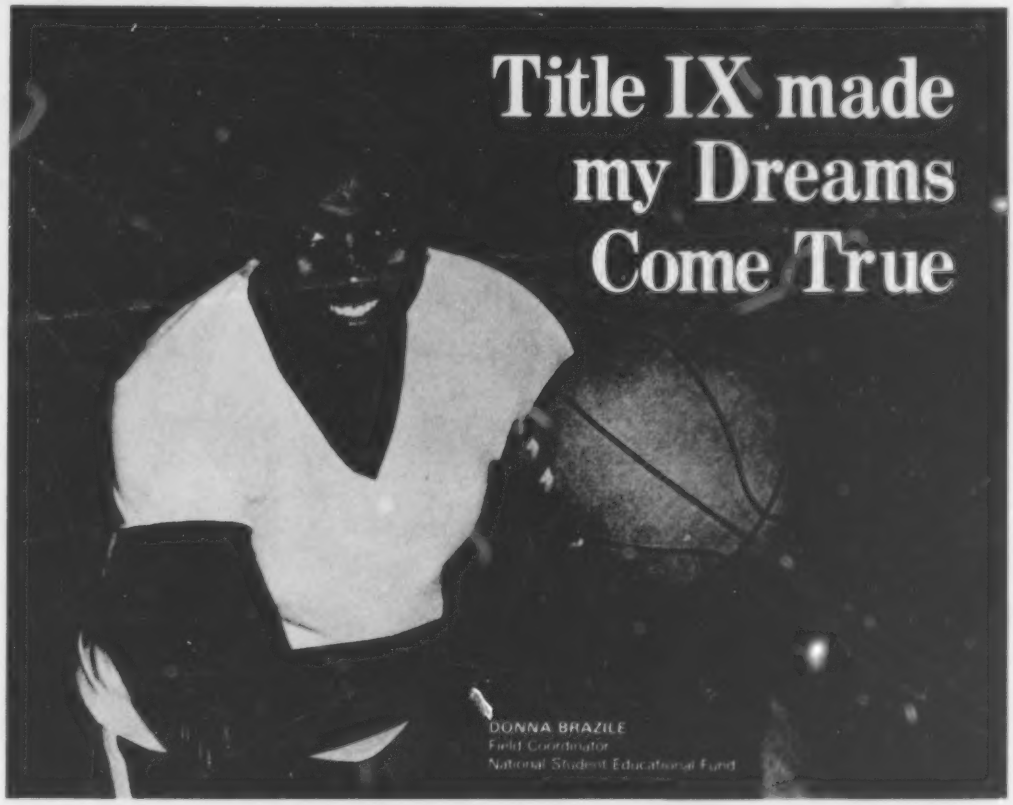
For more information on how Title IX and industry can work together, contact:

Peer *Project on Equal Education Rights*

P.O. Box 28066, Washington, D.C.
202-332-7337

A Project of the NOW Legal Defense and Education Fund

You can use this ad. A camera-ready copy is available from PEER for $5.00.



As a little girl growing up in Kenner, Louisiana, I had dreams of becoming an athlete and hometown hero . . . just like my father. But my chances of doing so were slim, since there were no athletic programs for girls in the city schools.

My luck changed in 1972, however, when Title IX of the Education Amendments was enacted by Congress. Title IX prevented sex discrimination in schools and colleges receiving federal money.

Even with Title IX, the situation concerning girls' sports was slow to improve. When I entered the all-girls Grace King High School in 1973, my classmates and I had to fight for the formation of sports programs. We had little school or community support, no qualified coaches, and had to share uniforms with the other school teams. I vividly recall that my basketball team could not fully enjoy our first championship victory because we had to rush back to school to give the volleyball team our uniforms for their afternoon game.

Four years later, by the end of my senior year, my teammates and I were witnessing the impact of Title IX. Most teams had received trained coaches, their own uniforms and shoes, and the respect of the community.

This made another dream come true for me . . . I had the opportunity to go to college. Based on my participation in high school sports, I was awarded a full athletic achievement scholarship. It entitled me to play basketball, track, softball and volleyball.

By the time I graduated from college last year, I saw a lot of dreams coming true. Women players were receiving per diem allowances, using the gym at convenient times, occupying dormitory space as a team, and, occasionally, appearing on the front page of the sports section . . . all very important achievements for young women trying to make it in a man's world.

I am grateful for the opportunity to participate in sports. It allowed me to develop leadership skills and to learn a lot about myself and how I work as a member of a team. It taught me responsibility and respect for hard work. As a result, I believe I am better prepared for my life today.

Now in my job as a field coordinator for the National Student Educational Fund, I see Title IX turning dreams into realities for many other young women.

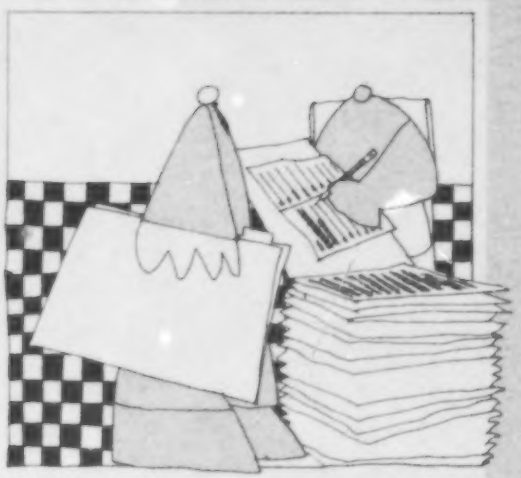
If you would like to know more about how Title IX can assist you, please contact:

Peer *Project on Equal Education Rights*
P.O. Box 28066
Washington, DC 20005 (202) 332-7337

A Project of the NOW Legal Defense and Education Fund

TITLE IX . . . A Decade of Progress Toward a Better Tomorrow

Research



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Step 2: Decide How To Get the Information You Need • 78
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Step 4: Develop Recommendations • 87
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Research

Research completes the firm construction of the three-legged stool with FACTS. This chapter will outline methods of research and sources of information to support your campaign.

Responsibilities of the Research Committee

The Research Committee is responsible for three vital jobs in the campaign:

- to collect facts, figures and illustrations that make the case for the changes your campaign seeks
- to draft the detailed recommendations for changes which will bring about the overall goals the campaign seeks
- to write up your findings and your recommendations in a report—the technical document for convincing the schools that the changes should be made.

The last of these, drafting detailed recommendations, is key to communicating exactly what the schools can do. These recommendations provide the ground to pressing for change (Chapter 7). For example, one campaign sought to get more girls enrolled in vocational education courses traditionally taught to boys only. This goal was the focus of the campaign. It was around this goal that they were able to recruit organizations and workers, and attract the media's attention. Their Research Committee came up with the technical recommendations to the schools which included holding in-service training programs for all school staff, hiring a part-time Title IX coordinator, and bringing in classroom speakers to talk about opportunities in non-traditional fields for women.

Your Research Strategy

The Research Committee should have some guidance from the core group or Steering Committee about the kind of information that is needed. Ideally, the core group laid out a clear list of research questions as part of their strategy development in Chapter 3. If they have not, your Research Committee's first job is to develop the basic list of questions to be answered. It is best to check this list with the core group (or the Steering Committee, if they are the same) to make sure you are on the right track.

Once you have settled on the basic questions to be researched you are ready to begin developing the plan for collecting the necessary data.

The Research Committee will use the steps on the following page to carry out its responsibilities.

Steps to Build a Research Strategy

1. Decide what you want to know.
2. Decide how to get the information you need.
3. Carry out your plan.
4. Develop recommendations.
5. Write the report.

Characteristics of the Research Committee

Members of the Research Committee must be detail-oriented people who like to work with numbers and pieces of paper. They need to be well-organized and methodical as opposed to intuitive. As a rule, people who like to fly by the seat of their pants do not carry out high quality research efforts (but they may be excellent working with recruitment or publicity efforts).

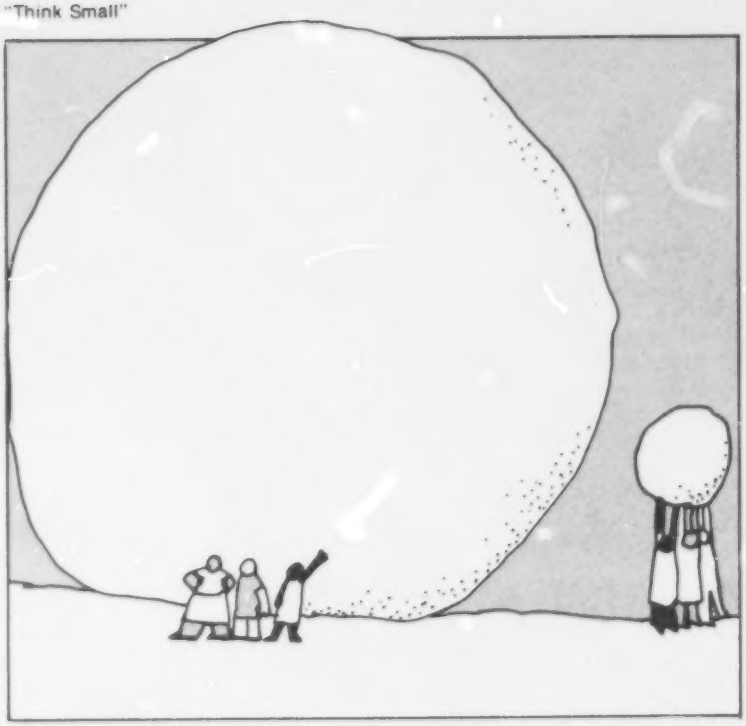
One word of caution: think small. Your hardest problem will be to limit yourself. We can guarantee that you will be tempted to collect more information than you will ever use. ***Avoid temptation!*** Research efforts that last too long or are too diffuse can paralyze the whole campaign. For effective, useable research, remember:

- Target your research to *this* campaign goal.
- Set a time limit for yourselves that meshes with the activities of the rest of the campaign.

A case study of neglecting this advice illustrates what we mean:

> A group of activists in Washington state launched a study of sex equity in schools with a questionnaire 52 pages long. They mobilized 35 volunteers who interviewed staff in 69 schools. They collected a staggering amount of data. Throughout the summer they held parties to count and analyze responses, but the task proved bigger than they were. After a few months, the group fell apart under the load.
>
> Two years later, the questionnaires were still waiting to be analyzed. The schools they visited never heard from them again.

"Think Small"



Step 1

Decide What You Need To Know

Based on the core group's research strategy, use brainstorming and modified voting to develop your research plan. You will need one or two meetings, lasting between two and three hours each, to complete the plan. Everyone coming to the meeting should read the Research chapter beforehand.

Once the committee has chosen the pieces of data you will look for, the group should split into teams to finish designing the research plan. These teams may form in one of two ways, by task or by issue.

Divide Work by Task

- One team should draw up a plan for getting the statistical information which the school routinely collects (facts).
- One team should be responsible for designing the survey form or questionnaire (opinion, leading to facts).
- A third should be responsible for deciding which school people need to be interviewed (opinions and anecdotes).

Facts, opinions and anecdotes will be discussed more fully in this section. ***How to design a questionnaire and to locate sources for statistical information and other data are discussed in Step 2.***

You may find other teams necessary. Each team should estimate:

- how long their task will take, and
- how many volunteers are needed.

Divide Work by Issue

Another way of splitting up the work is by issue, if you are focusing on more than one subject area. For example, one group worked on two issues simultaneously: opening up the home economics and industrial arts courses, and increasing enrollments in mathematics. Their research committee divided into a team on math and a team on home ec and industrial arts.

Three Types of Information: Fact, Opinions and Anecdotes

There are three basic types of information which research can collect:

- facts,
- opinions, and
- anecdotes or stories.

Each is useful in defining the problems and in analyzing why it exists. The decision-makers you are trying to reach will be convinced by a combination of the three.

Facts.

The kinds of facts you are most likely to need are: statistics (on enrollments, budgets, etc.); statements on policy; and procedures at the school.

Typical ***statistics*** include: enrollments or participation levels (if it is an extra-curricular activity); budgets; and pay scales for teachers.

Typical ***policy statements*** include: statements on whether a course or activity is open to both sexes; and course requirements or eligibility requirements.

Typical ***procedures*** include: procedures for signing up for a course or activity; and procedures for filing a grievance should a student feel discriminated against.

Opinion.

An important part of your research is to find out what the people in the school system think about the issue you are researching. Almost always, you will find that people disagree about why a problem exists, or whether there is a problem in the first place. Ask the same question of the top leadership, teachers and students, and you will nearly always get three different answers. Therefore it is very important for you as the researcher attempting to look at the whole picture, to ask all the groups involved their opinion. Once you have assembled this information, you are in a better position to sort through the possible solutions to the problem.

Suppose, for example, that 80 percent of the principals you see think the system is doing well in creating equal opportunity. Yet only 30 percent of the teachers you ask know who the Title IX coordinator is and only 20 percent of the students have heard of the law. By putting together different people's opinions of your issue, you have established a fact—your district's support for Title IX does not reach the people who need to know about it.

Anecdotes and quotes.

Stories and quotes add life to facts. They show how the statistics affect people.

Fact: A Mannington, West Virginia girl wrote to PEER in 1976 that the boys at her school had five teams to try for, while the girls had none.

Anecdote: "A lot of girls here are very athletic," she wrote, "and would like to participate in sports programs, if only we had any."

When she went to her principal, he was not sympathetic. If she wanted sports, he told her, "go watch the boys."

The anecdote lets you see the kind of thinking which allows inequality to continue. You can often use stories and quotes to make facts more meaningful.

In PEER's report on Title IX enforcement, ***Stalled At The Start***, we wrote:

Fact: "HEW's first job was to write a regulation. For two years, almost nothing happened."

A reader might ask, "What's so bad about that? How long does it usually take to write a regulation?" So we added a quote.

Quote: "To get a Title IX regulation was like pulling teeth with your fingers," said Senator Birch Bayh, one of Title IX's authors.

The vivid image shows the reader how unreasonable the delay seemed to a real expert —one of the authors of the law.

Reviewing Your Overall Research Strategy

By the end of the meeting or meetings you should have:

- a complete plan for all the data needed
- an estimate of the amount of time needed, and
- a schedule for completing the research.

You will probably need time to design any questionnaires. Plan another meeting to review and finalize these questionnaires and to tie up loose ends.

Step 2

Decide How To Get the Information You Need

There are three basic ways to collect information:

- Look at the data that have already been collected.
- Go into the schools yourself.
- Interview people.

You can use any or all of these techniques, depending on what you want to know, how many volunteers you have, and how much cooperation you can expect from your school.

Looking at data already collected is a good place to start. It takes the smallest number of volunteers, requires no particular school permission (it's public information), and is least burdensome to the school.

Typical Statistics Schools Keep on File

Schools gather detailed information each year in order to qualify for federal and state education funds. Figures on enrollments and employment are the most common kinds they keep. They usually include:

Office for Civil Rights 101/102 Survey.

This questionnaire provides numbers about the enrollment of minority students, handicapped students and girls and boys in different classes. The form is filled out every two years by every school district in the country that receives federal funds.

Your school district keeps a copy of the completed questionnaire. You can also obtain results from your ***state education agency*** or the ***regional Office for Civil Rights*** which covers your area.

For a complete listing of OCR regions and addresses, see Appendix IV. OCR also publishes a summary of results for the nation and for each state. The results of the 1980 survey are available.

Vocational Education Data Acquisition System (VEDS).

This survey shows for each individual school how many children of each race and sex enroll in each vocational program, and how much money is spent on each program. It is collected by school building. If you cannot get a copy from your school, contact your state department of education located in your state capital.

Equal Employment Opportunity Form 5 (EEO-5).

This survey counts school district employees by race and sex in 25 different job categories. The Equal Employment Opportunity Commission compiles the data and publishes a summary report on all states. Individual school districts may release their own data, but EEOC is bound by confidentiality rules not to release the data on an individual district. If you have any problems getting a copy from your local district, check on your state's freedom of information laws.

Self-evaluation.

Under Title IX of the Education Act Amendments of 1972, each school was required to conduct a self-evaluation in 1975-

76. The self-evaluation was intended to help schools develop plans to end sex discrimination. Some schools took this requirement very seriously. Others spent little time. The law required self-evaluations to be on file until July 1978, but copies may still be found at your district's main office. If you can get it, you may find it useful as a baseline to compare with the facts you collect.

Statistics required by the state.

State laws vary on what kinds of statistics schools are required to collect. Your school district's central office or the state department of education should be able to help you find out whether the facts you want are routinely collected.

School budgets.

All school budgets are public documents. They should be available in the library or school board office. Some budgets are written to make sense to the average citizen. Others are technical documents that only insiders can use. Larger districts with complicated budgets often have an explanation—a summary or program budget or a budget justification—which tells in words what the numbers in the full budget mean for different school programs.

Another way to get a handle on the numbers is to look at public testimony. When the budget is adopted each year by the school board or city council, public hearings are usually held, to give citizens a chance to comment on the district's proposals. The testimony given at budget hearings often includes useful information about how different programs work.

Visit the Schools

Going to the schools requires more volunteers and permission from the schools. However, visits are invaluable for getting a feel for what's going on, and for learning the issues behind the statistics. Remember, numbers only indicate a problem. Site visits, together with interviews, can tell you the reasons why a problem exists.

Interview People

Again, it costs more to conduct interviews—more resources, people and time. However, the rewards are worth the investment if you can at all afford it.

The first step in reliable interviewing is developing a sound questionnaire.

How to design a questionnaire.

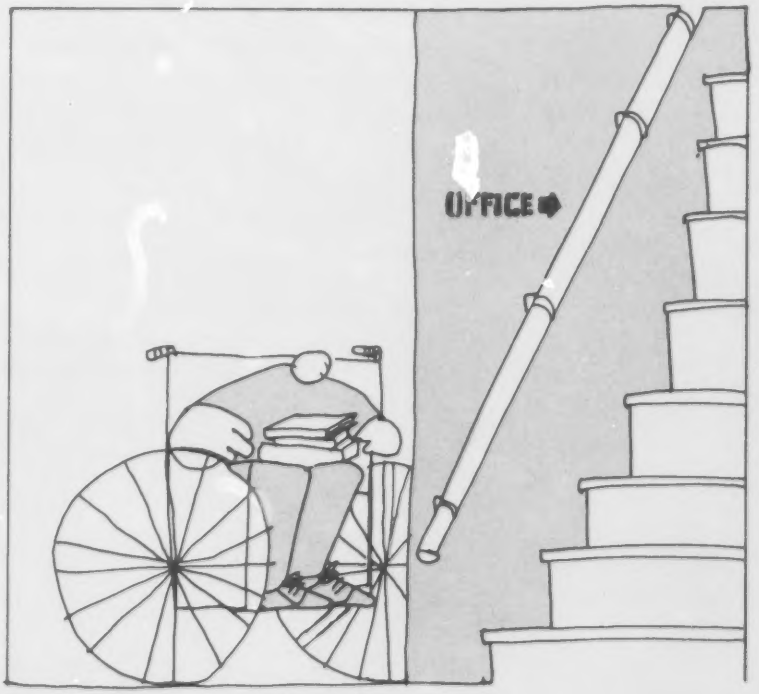
You can design your own questionnaire or survey forms. There are two basic parts to consider—the questions and the answers. That may sound simple-minded, but when people have trouble with surveys, usually they have been asking questions which are so ambiguous or open-ended that the answers don't give them useful information.

What about standard survey instruments and questionnaires?

Several organizations have already developed model questionnaires, checklists, survey instruments, and evaluation forms to help educators and community groups find out whether their schools are treating girls and boys equally. In fact, PEER developed one of the most popular guides to researching sex discrimination in the schools, ***Cracking The Glass Slipper***. Others are listed at the end of this chapter. We suggest that you write for the ones that look like they will suit your needs.

This manual does not have survey forms that you can follow automatically. We don't

"Visit the Schools"



think that such perfect questionnaires exist. Every community campaign is different—the issues vary, the community varies, and the research plan varies.

So we urge that you read through the following section and develop your own forms, or better yet, tailor the model survey forms developed by others to fit your needs.

Ask the right questions.

The secret of developing questionnaires is to word your questions in such a way that the answers give you the information you want.

Look at these two ways of asking a question.

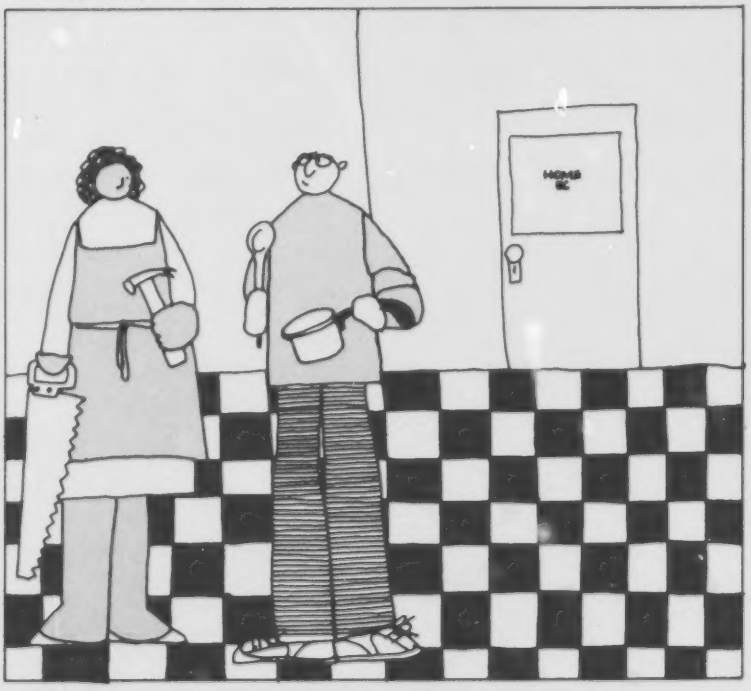
Q: Do you ever choose a girl to run the audio-visual equipment? Why or why not?

Q: Do you think girls should be allowed to run the audio-visual equipment? Why or why not?

The first gives you a fact—"70 percent of the teachers we interviewed do not choose a girl to run the audio-visual equipment." The second gives you only opinions.

To focus on what you want to know, work backwards. Think about what the answers are going to tell you, and how you will use the information you collect.

Opening Up Industrial Arts and Home Ec Classes



Many questionnaire designers leave answers open-ended, on the grounds that they don't know what kinds of answers to expect. This is usually a mistake; such questionnaires result in information that is vague and difficult to use.

As you are writing up the questions, ask yourself, "How do I want to use these answers? Am I in search of quotes and anecdotes?" Open-ended answers are great for quotes and anecdotes. But when you want to tally the replies, you have to give the respondent a fixed number of options to pick from. If you are sampling people's opinions, and you want to summarize your findings, there are several techniques you can use:

- Put a closed- and an open-opinion question in combination:

  Do you think boys and girls should have the same chance to enroll in the electronics program?
  ☐ Yes ☐ No
  Why? _____

- Give respondents a range of options from which to choose.

  "Girls and boys should have the same chance to enroll in the electronics programs."
  ☐ Strongly agree ☐ Strongly disagree
  ☐ Agree ☐ Disagree ☐ Don't know

Sampling: How big is big enough?

The number and levels of schools you can visit will depend on the time you have and the number of activists you can find. Unless you live in a big city, you can probably interview all the school board members and central office administrators who deal with your issue. But if you want to find out about school practices—teachers' attitudes or students' attitudes, for example—you will need to sample (to choose a group smaller than the whole). Sampling may be done for two different purposes: (1) to get as much diversity as possible—schools with the highest text scores versus schools with the lowest scores, or (2) to have the sample be as representative as possible.

If you are interested in diversity, you can get a list of schools from the central office and then pick 2 or 3 from the top, the middle and the bottom.

If you want a more representative sample, say a sample of vocational education teachers or a sample of all high school teachers, you can get a list of these teachers from the central office. If the list has 200 names or fewer, select about 20 by taking every 10th name on the list.

Many school districts have a separate office—a research office, a testing office, a computer services office, or sometimes the public information office—that keeps statistics. The may be willing to draw up a random sampling for you.

If your school district is very large, you may want to pick a few schools to start with and then select teachers and students just from those schools.

A dry run saves a lot of time later on.

Try out your draft questionnaire on a few friendly educators. Time the interviews and then see how long it takes you to organize and tally the answers. Multiply that time by the number of people you must see. This gives you a rough estimate of how many hours your questionnaires will take to give and to analyze.

If you are doing field work to gather statistics, test your proposed checklist on one program or one classroom before you begin your full-scale survey.

When you do your test run, check yourself not only for time, but for bugs—questions people don't seem to understand, answers that don't tell you much. Ask your test respondents for comments and criticism, especially about the tone of the questions. You don't want educators to get the feeling that you are walking in with a chip on your shoulder.

Step 3

Carry Out Your Plan

By this point you should have decided:

- your topic—vocational education, mathematics, athletics, etc.
- what questions you want to ask, and whether you need facts, opinions and/or anecdotes
- how you want to collect your information—through data, observations, and/or interviews
- whom you will want to interview—teachers, counselors, principals, school board members, parents, students
- how you want people to respond—in face-to-face interviews or by questionnaire
- how much time the data collection and analysis should take
- how many people you will need to do the research
- when during the calendar year you would be ready to carry out the research.

All this information taken together is your research plan. It is very important. Your Steering Committee needs to know what you want to do, the schools will ask about it, and it will serve to remind you of why you want your data after you collect it. We suggest that you write up your research plan so you can distribute it to the other committees.

If you hit a snag anywhere in your research plan, or need to talk it over with someone, give us a call at PEER. We'll be happy to help you sort things out.

Take Your Plan To The Steering Committee

The Steering Committee should review and approve the campaign research plan. In addition, remember that the Steering Committee will have to explain your work to the different groups involved in the campaign. Also, the Recruitment Committee will need to help recruit volunteers to carry out the research. You need to make sure they understand your plans and can reasonably expect to recruit the necessary workers to carry them out.

When you meet with the Steering Committee, be prepared to discuss:

- what information you are collecting
- how you will collect the information
- why you need it
- who will give you the information
- when you will collect it
- how much time you will need to collect the information and analyze it and
- how many volunteers you will need.

Meet with the Superintendent

By this time your Steering Committee will have met with the school's top leadership. If they have not, ***now is the time***. Most

districts require administrative approval to conduct a study on school grounds. The following section contains advice about how to approach the superintendent. All of the people planning to meet with the superintendent should read this section.

The purpose of your meeting is to share your specific plans, explain your intentions and obtain district-wide cooperation.

The superintendent is likely to ask much the same questions as your Steering Committee:

- Why do you want to do this campaign?
- What subjects do you intend to cover?
- What schools do you want to go into?
- Whom do you want to talk to?
- How do you plan to conduct interviews without disrupting school?
- How many people will be asking questions?
- What information do you want from the central office?

S/he may want to see copies of your questionnaire or may want someone else in the school district to review the questionnaire.

One of your goals for this initial meeting will be to get a letter of introduction from the superintendent to the principals of all the schools you wish to enter, asking them to cooperate with your study. To save the superintendent time, prepare a draft copy of the letter for his or her signature. Be sure to get a copy of that letter on district stationery to duplicate for your researchers. They will need a copy while they are on school grounds.

Meet with the principals.

About two weeks before your field work is scheduled to begin, make an appointment to see the principal of each school in your survey. Assume that you will have to start your story again from the beginning each time.

You will want to come to the meeting with:

- a summary of the project
- your letter of introduction from the superintendent

A Word About Your Rights

When you start reviewing your schools, remember that you have every reason to be comfortable in your role. Asking for information does not make you a busy-body. You are a citizen seeking compliance with a federal law which was passed by both houses of Congress and signed by the President of the United States. You are a taxpayer who has a right to expect that your tax dollars will not be used to discriminate against children because they are girls or boys. You may be a parent of a child in the school system.

You are not coming into school to promote a "special interest," benefiting only a narrow group of people. You are working for the better education of **all** children, an education that will help them grow up happier, healthier, and better able to take care of themselves as adults.

Many states have laws which spell out the rights of citizens to information from government agencies such as school districts. The federal government requires that any data collected by federal agencies from local schools be made available to the public under the Freedom of Information Act.

To find out if your state has a similar Freedom of Information Act, write to your state legislator, or governor.

- a copy of your questionnaire
- a calendar of your proposed field survey dates for that school
- the names of the people who will be coming
- a list of school staff they will want to see.

You want to enlist the principal's support for your research and answer any question s/he may have. You also may want to interview the principal then as the chief executive officer of the school. Or you may just want to set up an appointment to do that later.

Hints for Conducting Interviews

Prepare for the interviews.

When your questions are in final form, about a week before your school interviews, set aside time for a practice session. All your researchers should take turns being interviewer and respondent until they feel comfortable with the questions they are asking and fluent with the facts about Title IX. See Appendix III for background on the law.

Attend the interview ready for information.

If you can take someone with you on an interview, that would be nice, but don't ever feel you can't do it alone. There are benefits either way. A "delegation" is more alarming and less likely to elicit the off-the-cuff responses which tell you so much. On the other hand, if you are going to see someone you know is hostile in attitude, you may want to take along one other person as witness and as added support. No matter if you come in ones, twos, or delegations, top officials will often have someone from their staff sit in on the interview. They want a record, and believe it or not, support, too.

And so do you. Take your notebook and take notes. If you hear something particularly horrifying, try not to signal your reaction by beginning to write furiously. Wait a moment and get the key words. You are seeking the best insight and information the person can give you. Don't frighten her/him off.

Ask pertinent questions.

If you have received material from a particular office before the interview, be up on it and line up the questions you want to ask in relation to it. Look over the relevant section of Title IX that covers a particular office.

In addition to your questionnaire, you may want to ask large overview questions which allow the person to talk and express her or his views. Ask questions about the successes achieved thus far in ending sex discrimination. It's important that they know you are looking for, and are willing to recognize, the good things the schools are working toward and accomplishing. Give them an opportunity to tell you.

Ask what each person sees as major roadblocks to ending sex discrimination and achieving compliance with Title IX. This may give you fresh insight into where the problems are.

These questions lead into the specific information you need and you can then begin to relate your other questions to the particular expertise and responsibilities of the person you are interviewing.

Listen.

Interviews can be very enriching because they often tell you about things that you didn't even know you had to know. For example, perhaps a male coach tells you that he serves on the school district Title IX com-

"Meet with the Principals"

mittee. He explains that the superintendent told him the committee was going to be formed, and suggested he look into joining it. That kind of information can be translated into a question for another interview. When you talk to others, you can ask if they knew a Title IX committee was being formed. Were they invited to join or given a chance to volunteer? Would they have liked to be on it?

Interviews are particularly good, not only for direct information, but for picking up indications of attitudes and practices which can perpetuate sex stereotypes for all students. Watch for statements, including statements of opinion, you may want to quote in a report. Write down the exact words.

Naturally, you are more likely to elicit information in interviews if you withhold your judgment of the comments you hear. Your job, at this point, is to find out how bad or good the situation is, not to take on a teaching role.

Keep the door open.

Interviews help to establish a personal relationship, however tenuous, to which you can come back for further information and, when the time comes, as an entry to begin the change process.

Try to end on a pleasant note, and always with a request for permission to come back or call if you need further information or clarification. Always ask for names of other people that the person thinks can be helpful.

If you are in a school building, ask for permission to walk around while you are there. Come prepared with a list of things you want to see, and check on them while you are there.

Take notes.

Keep a small notebook for recording telephone calls, material you review, interviews, observations. Keep track with a date, place and name for every entry. That way you can review your facts, document your impressions, compare notes with others, and pass on information to follow up.

Sometimes notes may be as important for what you didn't find out as for what you did. For example, if you have persistent trouble finding certain kinds of information or documents, it may be important for you to have a record of your efforts, with names and dates, if you decide to find out why that information is so hard to get.

Rewrite the notes immediately.

Remember that what you have had to scribble down in a hurry, although of absolute clarity at the moment, will soon become unintelligible, probably within 24 hours. Much good information will be saved if you take the time to copy your rough jottings as soon as possible, while you still know what they mean.

Don't give in to the run-around.

It is possible that the school system will not make information easily available to you. For instance, instead of sending you the documents you request, they may tell you to go in and search the records yourself. School personnel may claim they can give you no information until they clear it with four other people. School officials, in short, may give you the run-around.

None of this is insurmountable. They may think they are too busy. Perhaps they just hope you will go away. Don't. Be persistent.

Contact the helpful insider.

Here and there in the school system you will find people who know what you are talking about and who care. They may be teachers or secretaries or counselors or other members of the school staff. In many instances they can make connections for you, suggest where to look for information and point out institutional bottlenecks to avoid.

These are people to cherish and respect and not weary. Arrange to speak with them when it is convenient for them. If you are told something in confidence, keep it in confidence. Remember that the school system is their job. While they may be willing to help you, their primary job is not the same as yours.

Investigate the Title IX coordinator.

The Title IX Regulation requires that each school system appoint at least one employee to be responsible for coordinating all efforts to comply with Title IX. There may be just one coordinator for the school district, or each school may have its own. By now, all students and employees should have been told how to contact their Title IX coordinator.

That coordinator may be a helpful insider. Or may not. Some coordinators were appointed because of their concern about educational sex discrimination and some were appointed for other reasons. The Title IX coordinator is not necessarily a full-time job. It may be the job to be done after everything else is attended to, or it maybe the person's number one priority.

Your coordinator may be a facilitator or a bottleneck. You should certainly meet with the designated person early in your review and eventually decide for yourself how to evaluate the information and advice you receive.

Know the information is there.

Sometimes you may get the feeling that the facts you're after haven't been collected before. That's probably not true. Researching is like detective work—just keep digging. If you're not getting what you want from one source, don't be shy about asking for help from someone else. Keep poking around, going at the question from as many different angles as you can think of, but don't give up.

Maintain a positive attitude when you are interviewing.

Bear the following points in mind:

- Try to understand the point of view of the person you are interviewing.
- Show appreciation for the time made available to you.
- Always state your concerns and ask your questions in a pleasant, non-accusatory way.
- At the end of your interview, summarize what you have learned so that you minimize misunderstandings.
- Ask explicitly if you may call again should you need further information, or if you should see someone else.

Coordinate the Research

Pulling together a large number of people, all of whom are pursuing different tasks at various locations, is a big job. The reminders below should help:

- Try to gear the research to take no more than six weeks from beginning to end.
- If you plan to interview staff and students, try to set up all the interviewing during a one- or two-week period.
- Leave some free time. You will always have someone with a last-minute emergency.
- Make sure each researcher knows a central crisis telephone number.
- Keep the momentum going. Don't let the research drag or it will slow down the entire campaign.

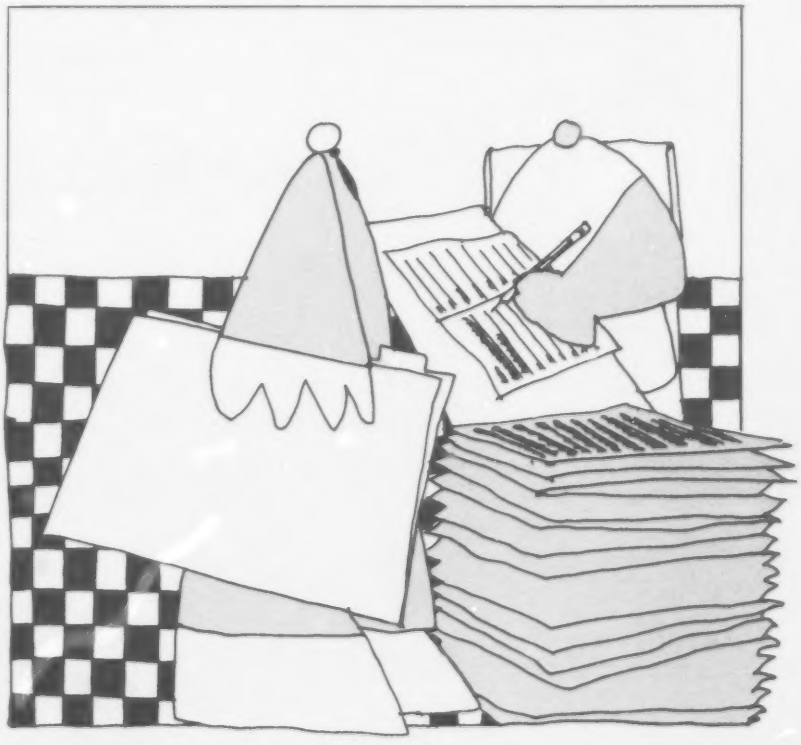
Plan a debriefing meeting as soon after the fact-finding as possible, before memories fade and papers have a chance to get lost. Allow plenty of time. Hold a Sunday afternoon potluck, perhaps, so everyone can come. Have all of the data collection people there. Try to record it or get a good note taker.

If you are a big group, have each subcommittee meet separately first. But have one outside Steering Committee member at each of these meetings. Sometimes researchers know too much and get stuck on details.

Have each research team or sub-group boil its major findings down into relatively brief statements. These will provide the clues for the rest of the data analysis.

In addition to the stories that illustrate your major findings, there will be others that

"Coordinate the Research"



you cannot use right away. ***Write them down and file them by category***. Anecdotes are precious. The Publicity and Recruitment Committees will need many of them to give depth and texture to their explanations of sex bias.

There is another important purpose for this meeting. Everyone is going to be turning in her/his interview forms and observation guides to other people to tally. Go through all the forms ***right away*** to make sure you can read everyone's handwriting. This will save you many frantic phone calls later on.

Analyze Questionnaire Results

Now you are ready to analyze your data. Begin by defining categories.

Make piles—all the principals in one pile, all the teachers in another, all the counselors in a third, all the students in a fourth pile and so on. Work with only one question at a time. Take the first pile and read through the answers given to that question. Do they appear to follow any pattern? In this case you are looking for similarities—whether the respondents gave essentially the same reasons.

For open-ended questions, make up a shorthand name for each category of reasons. For example, suppose you are researching enrollment of girls in advanced math courses. Answers may include: "We've tried but no girls enrolled." "There is no problem." "Girls don't like math." "Their scores aren't high enough." "Girls who like math aren't popular." Then go back through each interview form within that pile and tally how often each response is given.

If people gave multiple reasons, note each one. If a response doesn't fit a particular category, write that down—don't force it to fit. You should be able to get all the answers on a single sheet of paper with the question *and* the respondent group written at the top of the page.

Now, go through that same pile again. This time you will be looking for two things:

- any recommendations people give for increasing enrollment of girls in math classes, and
- any good quotes or anecdotes you may want to use later on in your report.

Depending on how big your pile is, you may either make separate sheets for recommendations and for quotes/anecdotes or you may want to write "R" or "Q" in the margin, preferably in red ink. Most people find it easier just to write in the margin and then to go through the forms again later when they are pondering recommendations or are looking for good quotes.

Now you have gone through one pile—say counselors—for one question. You then go through each of the remaining piles in exactly the same way and tally the results on a separate sheet of paper, one for each group. If you have information from several schools you may want to compare what the principal, counselors, teachers and students said about their own school. This just means going through the piles again, only this time sorting them by school as well.

Instead of having masses of paper on your lap, you will have four or five pieces, so you can see in summary form what each group of respondents says.

Having summarized respondents' opinions, you can now check for discrepancies. Is there a difference between ***policy*** and ***practice***? What do the schools say girls want? What do the girls say they want? You can also start to look for what is missing in what schools offer, which will then serve as one basis for making recommendations. Tallies to the last question about the availability of counseling services may also lead to recommendations.

One final tip on data analysis. Much as you will try to set aside several hours at a stretch to do the tallies, you are going to be interrupted. And you are always going to be interrupted at the worst possible moment. Have some paper clips and 3 × 5 cards handy. The paper clip will mark the item you are to tally next. The 3 × 5 cards can identify the piles in case you have to pick them up, clip them together and start again later.

We've only used one example of data analysis here, a study on enrollment patterns in advanced math courses. Yours may be quite different in content, but the procedures will be much the same. You have tallied all the facts and opinions and you've identified some anecdotes as well. You also have some good leads on recommendations, but you still need to formulate the recommendations.

Step 4

Develop Recommendations

How can you cast your recommendations so that they generate permanent gains? This section addresses two aspects of making recommendations: key points to consider in drafting recommendations, and setting priorities among the list of recommendations.

Key Points To Consider When Drafting Your Recommendations

- ***Are we realistic about the number of requests we are making?***
  A few recommendations that really get to the heart of the matter are better than a long diffuse laundry list. If you have five general recommendations, put the specifics underneath each one, so the list will be easier to read.
- ***Have we some recommendations that can be implemented immediately?***
  Your research has built up considerable momentum for change. Keep it going by asking for some quick results to show that change is possible.
- ***Are these recommendations "doable"?***
  The recommendations should be concrete, so that you will be able to recognize and measure progress. Where possible, be specific about who should do what.
- ***Will our recommendations have a significant impact?***
  Consider procedural kinds of recommendations, such as establishing a special sex equity committee, or adopting a plan, only the means for reaching your real goals. They are not gains themselves.

Think again about the people you have to convince. What arguments will move them? Exactly what do you want each of them to do, within his or her areas of responsibility?

Typical recommendations which other groups have made.

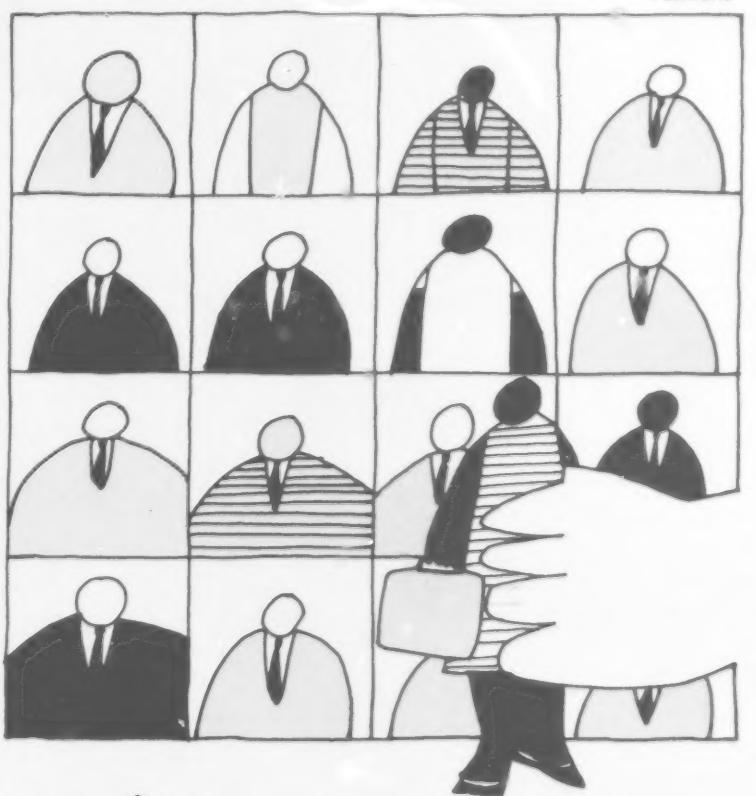
- expansion of girls' athletic programs
- increase enrollments of girls in courses traditionally restricted to the boys and vice versa
- revision of counseling materials, student manuals, and the like to eliminate existing sex stereotyping
- increased efforts to move women into administrative positions
- training programs for teachers and administrators to enable them to identify and overcome sex bias in their own areas of responsibility, and
- creation of new review mechanisms to avoid purchasing sex-biased textbooks and other instructional materials.

These are all general recommendations. Try to be more concrete in your campaign. For example, specify the number of new girls' athletic teams. Set a deadline by which you want to see the new teams fielded. Your recommendation might be: "Field 2 new girls' junior varsity teams by the end of the next school year." Or, "Increase the number of girls in Algebra II classes by 20 percent next year."

Propose Priorities

The Research Committee needs to give the Steering Committee a full list of proposed recommendations. The Steering Committee

"Recommendation: Increase Efforts to Move Women into Administrative Positions"



Report Outline

I. Acknowledgements

- Thank all the people who helped produce the report by name, list all the organizations in your coalition, and all of the members of any advisory committee. Also, thank any major funders of your campaign, and any school personnel who were particularly helpful.
- Acknowledgements need to go front and center, but they should not be obtrusive. Inside the front cover or right after the Table of Contents are good spots. You want to make sure those who helped know they are appreciated without making it difficult for the average reader to find page one.

II. Summary *(1-2 pages)*

- Introduce Title IX and the concept of educational sex discrimination. (Very general—1-2 paragraphs. The opening paragraphs of this manual would do nicely.)
- Identify who is responsible for the report and how the review was conducted. (Very short—make it read like a story.)
- Tell what areas were covered. Highlight the worst problems you have found.
- Summarize recommendations.
- The summary should contain the most important information and should be able to stand alone. Assume that most of your readers never read any further, though they may mean to. We suggest writing the summary after you've finished the report. The tone should be lively, not bureaucratic. *Make* your reader want to turn the page.

III. Table of Contents *(very important—do not omit)*

IV. Introduction *(2-3 pages)*

- Discussion of Title IX.
- Impact of discrimination and stereotyping on girls.
- Who is responsible for developing the report; how their interests developed. Acknowledgements are in another place. This section should cover in more detail the first two points of the summary. Here is where you make a personal connection with your readers by telling them who you are and why you care about these issues.

V. Findings *(2-3 pages per topic)*

- Topic A: Athletics: Why is it important to be **sex fair**? What is being done to achieve this goal? What is being done which is contrary to this goal? What should be done? (Recommendations.)
- Topic B: Vocational Education (same questions as above). (Follow a uniform format whether you have one topic or ten.)

VI. Recommendations *(1 page)*

- A summary of all the: "What should be done's."

VII. Method of Operation *(2-3 pages)*

- Areas covered (athletics, counseling, etc.).
- Persons interviewed (identify by position, not by name).
- Documents reviewed (handbooks, policy statements, counseling materials, career education materials, curriculum guides, course descriptions, etc.).
- Activities observed.

VIII. Notes

- Footnotes are called notes when they are at the end of a document. Put them there. It saves typing time. Wherever there should be a note in the text, put in a ___/, and fill in the number later. That way you won't have to retype the whole report if you have to shift, expand, or cut a footnote.

and the researchers together have to choose which ones to act on, and in what order. Ask yourselves:

- What are the most important changes we want to make?
- If we could only make some changes, which ones should we push for?
- What can we get first?
- How do we convince the school leadership to carry out our recommendations?

The Steering Committee's role is to put the facts and recommendations generated by the research effort back into the broader context of the whole campaign. They must decide what mix of school facts appeals to good faith. Excercise of political muscle will help your coalition to achieve its goals.

Step 5

The Report— What Do You Want to Say?

Groups sometimes have trouble writing up their findings once the research is complete. Remember that the report exists to help you. A few ideas, gleaned from the experiences of others before you, might help.

Your research and recommendations should result in:

- what we call "the full report"—a complete presentation for educators of exactly what you found, how you found it, what changes are necessary, and why.
- a summary of the report—a very short, simple "Reader's Digest" version of your report, aimed at the general public and the press. The summary will be part of any press kits about the report.
- a press release boiling the report down even further to the main points you want to make.

One document can't do it all. The researcher's part is to write a careful, thorough summary of all your findings and recommendations for the education community. That report will be a permanent resource for other campaigners to use for other purposes. Your Publicity Committee should write press releases and the press kit.

There are two areas of assistance in this section: advice on how to develop the report in a clear and concise way, and suggestions on how to make the report easy to read.

The detailed outline on page 88 can make it easier for you to write the full report.

We suggest dividing the job of writing the body of the report—the findings—among the research teams. Those closest to the research are often the best writers. However, one person should edit the entire report for consistency in format, grammar, level of detail, and facts. Once you have given out the report, you don't want to find out that the person who wrote on Topic A said that the school budget was X and the person who wrote on Topic B said the school budget was Y.

One final tip—make the report lively. Use short sentences. Favor active verbs. Make it easy and interesting to read.

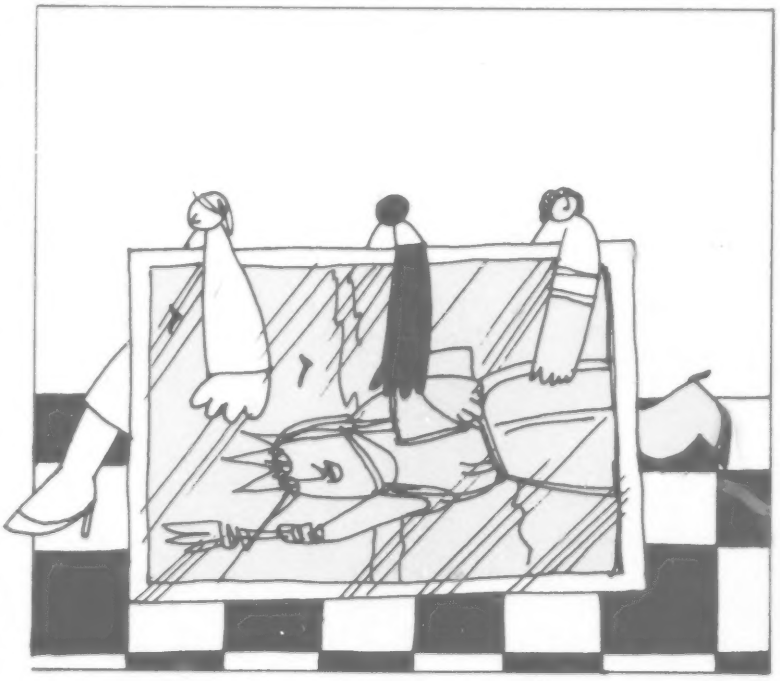
Make the Report Easy To Read

Reports with attractive visuals that break up the text have the best chance of actually being read. We suggest three kinds of visuals:

Blow ups or pull quotes.

These are particularly pithy sentences or quotes that are blown up several times larger

"Photos Can Be Rented from Photo Houses"



would still work out to only 13 days per investigator per year devoted to Title IX cases that HEW actually resolved. Even if one accepts HEW's own inflated estimates of investigation time, the agency's negligible output is difficult to explain.

Nor is the civil rights office so busy with other kinds of complaints that it doesn't have time for Title IX.

HEW has been repeatedly criticized in recent years for a history of inaction on race discrimination.* Federal court judges in two law suits have ruled that HEW has not been enforcing the 1964 Civil Rights Act provisions barring racial discrimination in the public schools.† Clearly, the civil rights office is not working hard on race or ethnic discrimination either.

If it is not a problem of too few staff, why has HEW accomplished so little under Title IX?

Sometimes HEW Cannot Make Up Its Mind

One major cause for inaction and long delays is clear: the government has had a terrible time making decisions about Title IX and how it applies.

So many different people need to approve every Title IX letter HEW sends out that cases can get stuck almost anywhere while a letter waits for approval.

Occasionally the bottleneck is in the regions. The attorney's office in HEW's Denver branch, for example, has been a kind of Bermuda Triangle for Title IX complaints.

One well-documented case with 25 separate charges against a Longmont, Colorado, school district languished there for 15 months.

> "To get Title IX regulations was like pulling teeth with your fingers."
>
> Senator Birch Bayh

By the time the attorney's office released the letter in June, 1977, the information underlying the conclusions in the case was out of date. Civil rights officials in the Denver office chose not to update the information. Instead, they dropped the case.*

Although pockets of confusion sometimes slow things down in the regions, most of the delays are traceable to indecision at high levels in Washington.

Top policy makers have been slow in making up their minds about what Title IX means, particularly on issues which may meet with resistance to equality for the sexes.

In 1972, when Title IX became law, the civil rights office was in disarray. The early years of vigorous federal intervention to achieve racial equality had stalled in the busing controversy. Federal civil rights enforcement was being cha[illegible] the South and the North. Title IX appeared [illegible] course of trouble and dissension [illegible] slow everything [illegible]

Its fi[illegible] almost [illegible]

[illegible] with vi[illegible] Senat[illegible]

[illegible]

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Dear Mr. President

I know that you are a busy man but could you please give me your answer. I am a 10 year old girl to have been playing on an all boys ward ball I don't care from Clara Barton JH that is in Santa Rosa they tell me that I can't play on a Boys team or girl but I want to play. Can you please tell me what different does this make the boys want me to play I dont mind if I'm a girl let us only a bunch the older men that maybe the rules. Please let me know your feeling on this matter I hurst you to be looking forward to your answer.

Thank you very much

Miss President

In some school districts, expenditures on boys' athletics have been 10 times greater than outlays for girls'. A San Diego, California, high school was cited in a 1973 complaint under Title IX, because in its sports programs "There is $12,000 spent for boys and only $800 fo[illegible]s."

It is [illegible] that the girls like it that way. Under the impetus of the women's movement and Title IX, girls' participation in varsity high school athletic programs shot up 460 percent between 1971 and 1976.*

The progress is encouraging, but disparities continue to exist. Nationally, high schools are still offering boys more than twice as many chances to play team sports as girls get. "Not one state yet offers as many varsity teams for girls as for boys."† And in many schools, the differences between boys' and girls' sports programs are still dramatic.

A Mannington, West Virginia, girl wrote to PEER in 1976 that the boys at her school had five teams to try for, while the girls had none. "A lot of the girls here are very athletic and would like to participate in sports programs, if only we had any. When she complained, her principal was not sympathetic. If she liked sports, he said, 'go watch the boys.'"

Following the Leaders

The damaging effects of some kinds of discrimination against female students may not be fully apparent until they have left the classroom far behind. But for the women who work in the nation's schools, discrimination is a daily evil which costs them millions of dollars in unequal wages and lost opportunities for advancement.

The business of teaching America's children is a major industry. Department of Labor estimates for 1976 indicated that two and a half million women earned their living in education.*

Women outnumber men in the classroom by roughly two to one,† but the higher up the educational ladder you look, the faster women disappear. Figures from the most recent National Education Association survey showed that women were serving as principals in only 13.5 percent of all the nation's schools. They headed fewer than 3 percent of the junior highs in the country and only 1.4 percent of the senior highs. Women superintendents were rarer than whooping cranes, amounting to one-tenth of one percent of the total.*

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than the text. Senator Bayh's quote on the preceding page is a good example.

Blow ups are easy and inexpensive to do. If you don't have have a friend who is a typesetter, you can simply type up the copy and have your local print shop blow it up to the size you want.

Sidebars or boxes.

Sidebars can contain charts, statistics or examples of the kinds of things you're talking about in the report. In PEER's report on the way HEW was handling Title IX complaints, we reprinted an example of a complaint filed with the government. This sidebar made otherwise abstract complaints vivid and alive to our readers. It's shown on the preceding page.

Subheads or headers.

Another cheap and simple way of breaking up the text is to use subheads, topic sentences that summarize the point you are making in your text. Subheads are especially useful for getting your message across to the casual reader. Someone skimming your report should be able to get the main ideas simply by reading the subheads. The sample on the following page contains some good subheads.

The cheapest option is to set the subheads on the typewriter. Triple space before and after the subheads, and then underline for emphasis. Do not capitalize the entire subhead. Capitalized sentences are difficult to read and seem overly dramatic. A much better option is to have them typeset or use press-apply letters. It is worth the investment.

Photographs and drawings.

Photographs are more expensive to print than drawings. However, you may still want to use them if you cannot find drawings you like. Photographs can be "rented" from photo houses for approximately $15-$65 each. (We have been told that you can bargain for better prices. The prices tend to be higher if they are to be used for a large printing. Yours will be quite small by publishing standards.) Cheaper photos can be rented or even borrowed for free from state historical societies and local archives.

If you are going to take your own photos, make sure they are in black and white, and taken by a competent photographer. You'll need a "glossy" for reproducing professional quality photographs.

Original drawings are expensive. But if you have an artist in your midst, by all means use her or his skills. Drawings, like photographs, are the best way to perk up a report. Reprinting a drawing or a cartoon is usually inexpensive, altho sometimes the artist will ask for a fee. Just remember to ask for permission first. Otherwise you are violating copyright laws. Even if it's just a sketch on the front cover, it's worth the time and trouble to find one. Remember the old saying, "One picture is worth a thousand words." It's true.

Resources

DATA COLLECTION

Cracking The Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools

1979, The Project on Equal Education Rights, P.O. Box 28066, Washington, DC 20005. $7.50.

How do you know whether a school policy or practice is discriminatory? *Cracking The Glass Slipper* (CGS) will help you find out. *CGS* is the companion piece to this manual. It contains detailed information on what Title IX requires, and how to assess whether your schools are in compliance with the law.

The School Budget: It's Your Money; It's Your Business

By Rhoda E. Dersh.© 1979, The National Committee For Citizens In Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044, (301) 596-5300, 179 pp. $4.95.

A comprehensive guide for citizen's groups who want to influence the school budget. Explains the components of a school budget and walks the reader through the budget development process. Suggests ways to analyze the school budget and then explains what you have found in simple English to others in your community. Suggests strategies for changing the budget priorities as well as opening up the budget process.

PEER Michigan's Model Questionnaires for Community Campaigns

1981, Project on Equal Education Rights, P.O. Box 28066, Washington, DC 20005. 27 pages, $1.50.

PEER's Michigan project adapted an excellent model for assessing school progress which was originally developed by the Office For Sex Equity in Education of the Michigan Department of Education. The model is one of the simplest yet most comprehensive approaches to identifying both bias and discrimination in a school. Ideal if you think you don't know enough yet to target a single issue. Contains interview guides as well as statistical data instruments.

Vocational Education Equity Study, Vol. 4, Replication Handbook

By Peter R. Dahl, Laurie R. Harrison, and Beverly J. Parks. 1979, American Institute for Research, Box 1113, Palo Alto, CA 94302. 243 pages, $8.30.

The fourth volume of an extensive study of changes wrought by the Vocational Education Amendments of 1976. Contains the questionnaires used and advice on how to replicate the study. While we don't advise re-doing the entire study (it's a mammoth job), we do think there is a wealth of excellent questionnaire material to adapt to your needs. Includes an interesting questionnaire aimed at students' expectations and plans for the future. Warning: only 67 copies left at the time of this printing. Though we suspect demand is not terrifically high, you may want to write away soon for your copy.

Becoming Sex Fair, The Tredyffin/Easttown Program, A Comprehensive Model for Public School Districts, Stage One Manual: Preparing for Change

By Marylyn E. Calabrese. 1979, Distributed by Education Development Center, 55 Chapel Street, Newton, MA 02160. 182 pages, $6.00.

Part of a program for selecting, developing, applying and evaluating techniques for improving sex fairness in all areas of school life. The Stage One Manual includes questionnaires aimed at assessing the school environment. Particularly useful for campaigns that emphasize *bias*, the attitudes and behaviors beyond the reach of the law, but still so important in influencing young children.

Stage Two Manual tells you how to plan an inservice program. Stage Three covers revising the curriculum. A fourth manual is for the coordinator, and gives an overview of the whole program. All four manuals cost $27.25.

Mathematics Education of Girls and Young Women

By the National Council of Teachers of Mathematics. 1982, 1906 Association Drive, Reston, VA 22091. Free.

A 4-page information sheet that includes a simple questionnaire to count the number of students enrolled in mathematics by sex. You will have to adapt it to your schools, since the course titles vary from district to district. Also, does not break the data down by race. If your school district has a significant minority population, this added information is crucial.

Achieving Sex Equality in Vocational Education: A Citizen's Guide to the 1976 Vocational Education Amendments

By the Federal Education Project, Lawyer's Committee for Civil Rights Under Law. 733 15th Street, N.W., Washington, DC 20005. 168 pages, $4.50.

A guide to monitoring state and local compliance with the two major laws protecting women's rights to equal opportunity in education: the 1976 Vocational Education Amendments and Title IX. Written by one of the country's foremost experts, particularly on the vocational education law.

Facts for a Change, Citizen Action Research for Better Schools

By Bill Burges. 1976, Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215, (617) 353-3309. 191 pages, $5.00.

A thorough, comprehensive guide to designing and conducting an action-research study. Includes a chapter on devel-

oping proposals for change and following up to make sure your proposals are acted upon. Be careful to assess how much you can do. You may want to take some shortcuts if you have only a few people to carry out your research effort.

Sourcebook of Measures of Women's Educational Equity, American Institutes for Research

1979, Published by Educational Development Center, 55 Chapel Street, Newton, MA 02160. $22.75.

While many of the measures are research-oriented as opposed to action-oriented, there are several instruments useful to community groups. This sourcebook is the most comprehensive compilation of measures available.

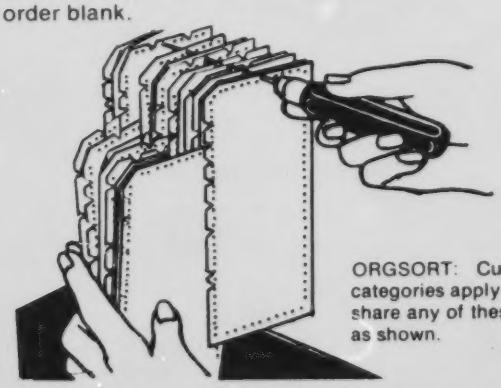
Note: The instruments are only described in this sourcebook. You will need to order the ones you want.

DATA ANALYSIS

ORGSORT

Not a book but a tool to organize your information. Nicknamed "The People's Computer," ORGSORT is a card file system designed to help community-based groups catalog and cross-index up to 100 bits of information about any topic. ORGSORT 1 catalogs information about people. ORGSORT 0 comes un-programmed "for maximum flexibility." Various combinations of 0 and 1 are available, with a manual, for between $20 and $40.

Write to: ORGSORT, 1004 Stebondale Road, Columbia, SC 29203, or call (803) 754-1975 for more information and an order blank.



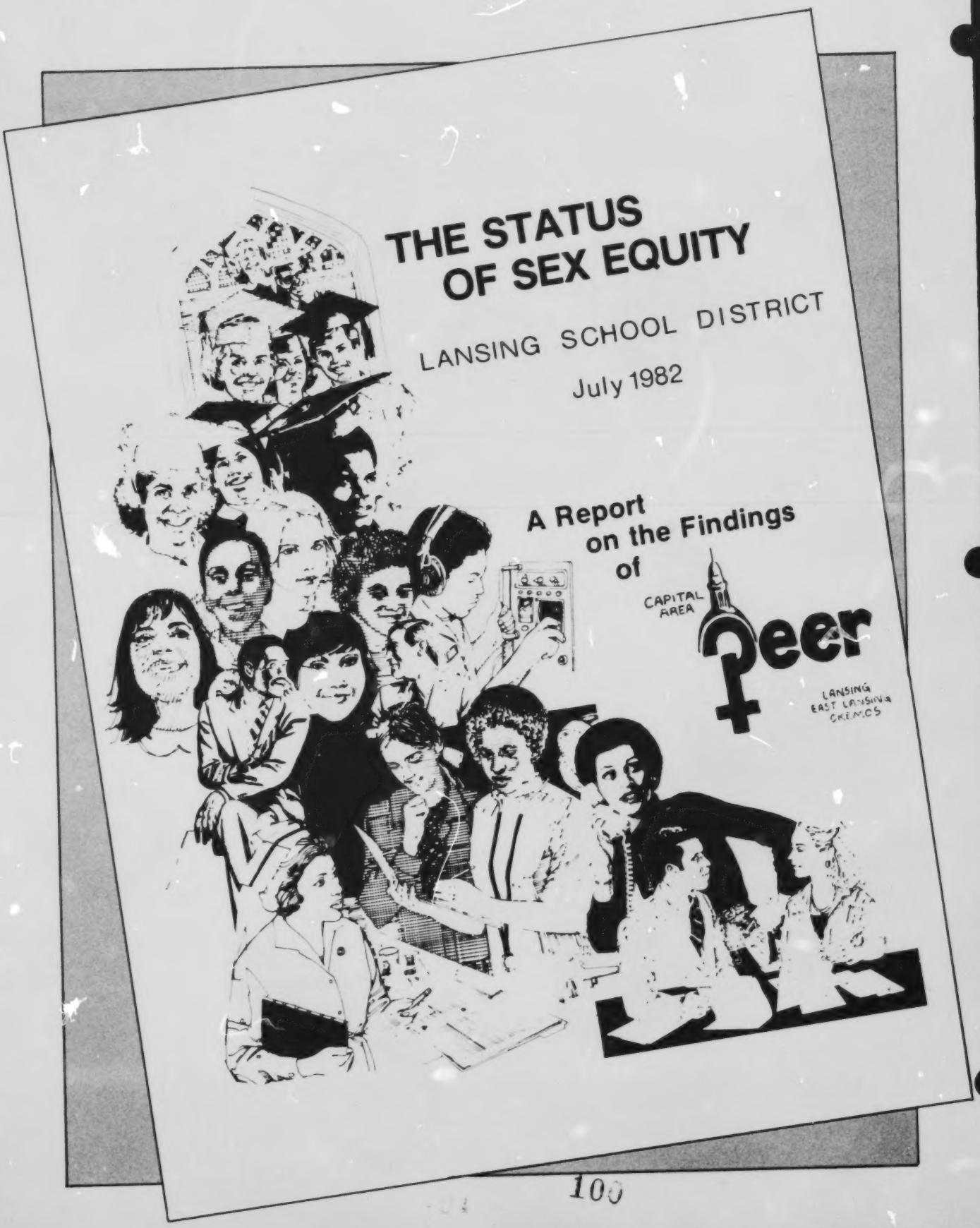
ORGSORT: Cut holes into slots where the categories apply. All of the files in your deck which share any of these characteristics can be retrieved as shown.

WRITING

Writing With Precision: How To Write So That You Cannot Possibly Be Misunderstood

By Jefferson D. Bates. 1978, Acropolis Books Ltd., Colortone Building, 2400 17th Street, N.W., Washington, DC 20009. 213 pages, $5.95.

This is a very clear, concrete guide for writing both publications and professional documents. Includes exercises so that you can practice the concepts in the book. The author writes in a non-sexist way (a refreshing surprise), and includes a section on how to avoid using sexist language in your own writing.


THE STATUS
OF SEX EQUITY
LANSING SCHOOL DISTRICT
July 1982
A Report
on the Findings
of
CAPITAL
AREA
Peer
LANSING
EAST LANSING
OKEMOS

Pressing for Change

Your Negotiation Strategy • 96
Step 1: Prepare for the Negotiation Session • 96
Step 2: Conduct the Session to Maximize Results • 99
Step 3: Follow Up After The Session • 99
Step 4: Handle Special Cases Effectively • 100

Pressing for Change

At several points in the campaign, your group will have to persuade the school administration to take some action, for example: give you access to the schools for interviews, give you statistical data, or give you time during a school meeting to discuss your campaign.

At each point you should recognize that you are negotiating with the schools and approach them accordingly. Many of the meetings with school people should be handled like negotiation sessions, or should be aimed at producing a negotiating session.

In fact the entire campaign can be viewed from one perspective as a series of actions aimed at getting school officials to sit down at the bargaining table with you. In order to get to that point, you must persuade them that your group is a legitimate and potent political force that they must deal with.

How you handle all negotiations, from the simplest to the most complex, is critical.

"Getting School Officials To Sit Down At The Bargaining Table With You"

Your Negotiation Strategy

Your basic strategy for bringing school leaders to the negotiating table was mapped in Chapter 3, "Designing a Plan." This chapter on pressing for change focuses on that final negotiating session. We will discuss how to set up a strong negotiating team, and what to do once you're actually negotiating to increase your chances of getting the most out of the schools.

Envision yourselves and the schools as two organizations. One organization (your campaign) wants to get the other organization (the schools) to agree to take some action. Your goal is to get them to the bargaining table. When that happens, each organization will be sending a delegation to represent it. In order to be effective your delegation must understand its role clearly. The delegation must have clear instructions from the coalition and campaign leadership and it must know how to handle unexpected events.

The coalition should recognize that getting the school system to negotiate is a victory in itself. The school system is recognizing you as a legitimate community power which must be dealt with. At the same time, the real victory lies in the agreement you reach with the schools. That agreement coupled with the way your team handles itself in the negotiating meetings either will increase or decrease your power, and therefore your chances of winning your final goals.

Steps to Effective Negotiation

1. Prepare for the negotiation session.
2. Conduct the session to maximize results.
3. Follow up after the session.
4. Handle special cases effectively.

The Steering Committee's job is to plan the negotiating strategy. At this point everyone in the coalition should agree on who will be on the negotiating team, what the coalition is asking for, what you propose to do if you don't get it. The Steering Committee also needs to clarify which decisions the team is empowered to make and which it must bring back to the entire coalition for approval. This is also the time to check in with any other major supporters. For example, if you have set up an advisory board of prominent individuals or organizations less active than coalition members, it is wise to brief them on what you are planning to do.

To carry out an effective negotiation, you will need to follow a well-planned and executed series of steps, as shown at left.

Step 1

Prepare for the Negotiation Session

There are several ways you can prepare for the actual meeting. These include:

- Develop a force field analysis.
- Use role playing.
- Get ready to make decisions on the spot.
- Send a team with equal numbers to the school's group.

Develop a Force Field Analysis

Force field analysis can help you prepare by trying to understand how the school administrators are approaching the meeting. (See "General Instructions for Chapters 1, 2, and 3" for specific information on how to develop a force field analysis.)

For each major actor from the schools, the Steering Committee should attempt to see the meeting from his/her perspectives:

- If this person refuses our request, what does she or he think s/he will win?
- If this person agrees to our requests, what does she or he think s/he will win?
- What can we do to show this person that refusing us will cost more than it is worth (or that agreeing with us will be worthwhile)?

Then develop a strategy that increases the chances that you will get agreement.

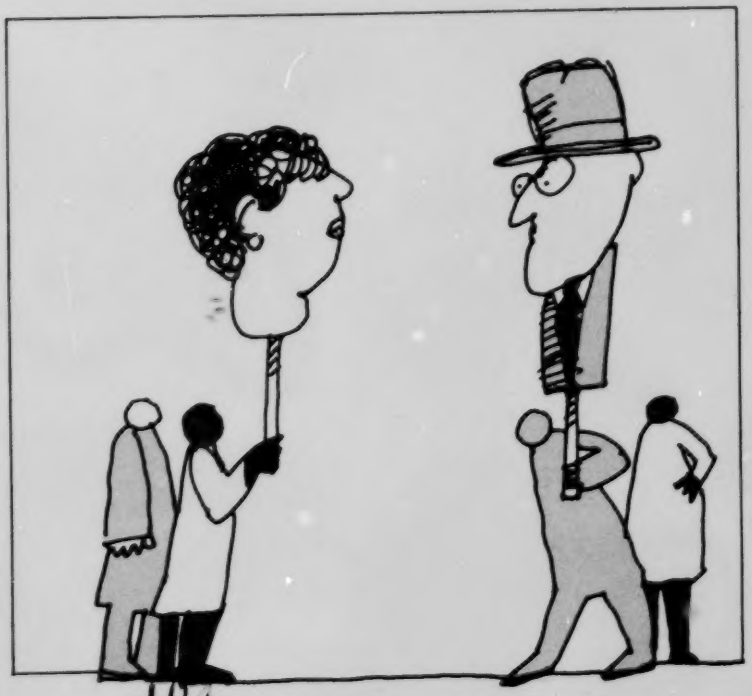
Use Role Playing

Role-playing is extremely useful in helping you to see things from the other's point of view. It also helps your group discharge some of its tension about the meeting. The team gets a chance to play the meeting out in fantasy first before actually going through with it.

Afterwards the whole group talks about how the role play went, and what can be improved in the actual negotiation. Here are a few tips on running successful role plays:

- Role plays can be done by a few people or the entire group. One person should be the "director." Her/his job is to set up and run the role play exercise. Try to give the roles of school officials to members of the group who understand what is likely to be said.
- The director should brief participants in the role play ahead of time, and give them 5 minutes or so to get the feel of their roles. The campaign team should go into the role play with some real points they will want to make. On the other hand, the school officials should develop some strategies for saying "no" to the campaign team. The director should brief each delegation privately and separately, so that there will be a similar element of surprise as to the real life situation.
- At least two of those who watch the role play should pay special attention to "deference patterns." Deference patterns are habitual ways we give power away in a situation where we need to be firm equals to negotiate successfully. Such patterns include: giggling and being over-friendly when entering; taking the least comfortable seats or sitting where vision is blocked so that your communication is made more difficult; or using official titles and formal names, such as Dr. Jones for the superintendent while Dr. Jones calls campaign delegation members by their first names.
- Also, watch who has control of the agenda. The campaign team should stay with its agenda, no matter what distractions the school officials try to introduce. Certain objections you can fairly easily predict, such as: "We certainly think you have a point, but the school board has said they will not increase our budget this year, and it will cost too much to make the changes you seek." "We agree with you completely, but in this community, we have to go slow to make changes." Another likely tactic is to disparage your research. The campaign's team needs to keep repeating that they *are* a significant and powerful part of the community, and that the agenda for the meeting is to negotiate a plan of action.
- Set a time limit for the role play. Fifteen minutes to 20 minutes is long enough for an informal role play such as this.
- When "debriefing," or talking about the role play afterwards, be sure to ask for role players reactions *first*. No matter how comfortable they may be in front of a group, the role players will have built up tension they need to release, and will need to describe, "How I would have done it differently."
- When debriefing with the whole group, be sure to emphasize that there are no right or wrong ways to handle a situation—and that role plays can help even the most experienced negotiators learn more effective ways to conduct a negotiation session. A good process to follow in debriefing a role play includes:

"Use Role Playing To Help See Things From Other's View Point"



1. Ask for reactions to the experience, beginning with the participants themselves. Then ask observers such questions as, "What did you see happening?" "What could have happened?" "What was overlooked?" "What were the deference patterns?"
2. Get at the meaning of the experience. Ask both teams to explain why they chose their particular strategy. Other questions include, "Did your strategy work?" "What specific comments helped make the school officials receptive?" "What made them resistant?" "What were the power dynamics?"
3. Generalize the experience. "What happens in a negotiation session when a campaign team enters giggling?" "How does caucusing help?" "What are your real sources of power?" "What are some possible acceptable fall-back outcomes from the visit?"
4. Apply the learning. "What specifically will you do in this upcoming negotiation differently than you would have before?" "What behaviors do you *now* expect from the school officials? How will you manage them?"

- Repeat the role play. It is a very good idea to repeat the role play a second time, either with the same players or with new ones. Just be careful in the debriefing to avoid the "we did it better than you" atmosphere and emphasize that everyone learns with practice.

Get Ready to Make Decisions on the Spot

The group should have a process for making decisions on the spot (for example, whether to agree to a certain school proposal, whether to offer a counterproposal, and when to end the meeting). Your team should come across with a unified, single voice on any issue under discussion. Only one person should do the talking. You can ask for time out to caucus when you need to discuss something among yourselves. If you begin disagreeing with one another at the table, it is easy for the schools to capitalize on your disagreement and divide you from one another.

For example, suppose you were asking the school administration to fund a new girls' basketball team. The superintendent offered to get together with the athletic director to discuss the issue and get back to you. If one of your team members says, "That sounds fine," it is very difficult to push for a firmer action (such as a direct commitment from the superintendent to make it happen).

The coalition should have established a bottom line, an absolute minimum action which they are aiming to get the schools to agree to. This bottom line is what the negotiating team is sent in to get. This is not your opening request. ***Always*** ask for more. ***Always*** remember that the essence of negotiation is compromise. ***Never*** think you will increase your chances by asking only for something small to start out with. ***Start*** with your ideal. ***Then*** settle for something realistic. The school administrators will be more impressed with a group that bargains like professionals.

Send a Team with Equal Numbers

Appoint a team with as many people on it as the schools will send. Being outnumbered creates a psychological disadvantage. Also, remember that this is an opportunity to demonstrate your numerical strength to the schools. They will be more impressed when you show up with a dozen people who represent many parts of their community, than they will by two or three people.

Never send anyone into a negotiating session—or even a meeting—alone. You may have noticed that your superintendent never shows up alone for a meeting with your group or others like it. There are very good reasons for this.

- One person rarely thinks well under pressure.
- There is no one else to witness what happened in the session.
- The group will appear naive and therefore easy to put off.
- One person rarely makes a convincing show of strength.

Much of this preparation we are suggesting is aimed at not only helping you anticipate what the schools will say, but also helping your representatives work together as a group in the meeting. Everyone should have a role in the meeting. There should be:

- a leader or main spokesperson for the group;
- a notetaker;

- agenda monitor(s) to make sure each issue gets resolved;
- a timekeeper.

Many experienced teams also appoint someone whose role is to keep pushing for better terms.

Step 2

Conduct the Session To Maximize Results

This section addresses what the negotiating team should do in the negotiation session to be most effective:

- Arrange ground rules which permit you to caucus.
- Get it in writing.
- Tips on what to do if you cannot come to agreement.

Arrange Ground Rules Which Permit You to Caucus

This enables you to get your team together in private to talk over any offer or new development. If you feel the negotiation is moving off your agenda, or if one person has an idea for resolving some difficulty, caucusing allows you to consider it among yourselves privately.

Get it in Writing

Any major negotiated agreement should be written down before adjourning. This will prevent any disagreement later on about what exactly happened in the negotiating session.

Make sure the agreement includes deadlines and concrete actions. For example, get the schools to agree to field one new girls' basketball team by the next season. Without concrete actions and deadlines, you will not be able to tell whether the agreement is carried out.

Your agreement should include some provisions for keeping the coalition informed of the progress that the schools are making toward the new goals. For example, ask for a report on their progress by a specified date. You may want that report presented in a public session such as a school board meeting. Also, we suggest that you ask the schools to send you copies of any bulletins, memos, or announcements that carry out your agreement.

What If You Cannot Come to Agreement?

If you cannot reach an agreement with the schools, make sure you understand exactly why. Together with the entire coalition, you will need to develop a strategy for addressing these barriers. Chapter 3, "Designing a Plan," should be helpful at this point.

Step 3

Follow Up After the Session

Remember that the agreement worked out with the schools is only a proposal. It must be ratified by the entire coalition before it is truly an agreement. The team should meet with the coalition, present the agreement, and explain how it was reached. Assuming the plan is approved after a full discussion, you will need a second meeting to plan your follow-up strategies. Your plans will vary

"Get The Negotiated Agreement In Writing"

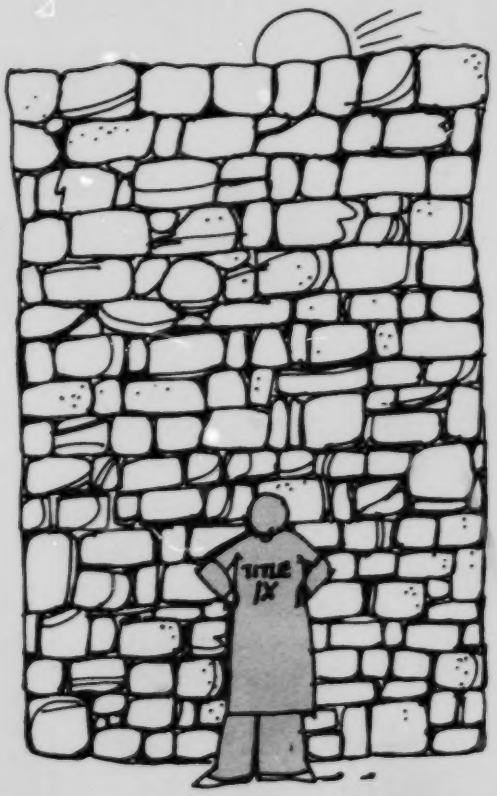
depending on how enthusiastic the schools were in the negotiations. Your two main priorities for follow-up will be announcing your victory, and monitoring to see that your agreement is implemented.

Announce Your Victory

Whatever you have won, you need to publicize it. Publicity about your success increases the visibility of your campaign, which increases your power and draws in more volunteers—all part of a positive cycle that brings you one step closer to your ultimate, long-range goals. (Note: The Recruitment Committee should be thinking about ways to use the publicity that your victory generates to recruit more workers.)

Monitor to See that the Agreement is Implemented

Appoint a group of people to watchdog the schools to see that your agreement is actually carried out. Ideally, the plan included deadlines and specific actions so that monitoring is relatively easy. If so, it can be done by a small group, perhaps three or four people.



At this point, the coalition needs to decide whether it is going to damp down unless the school is dragging its heels, or whether it is going to start on another campaign. If this campaign has been successful, the coalition would be cashing in on its now-enhanced reputation for effective community action. And, in all likelihood, there are other actions the schools can take to bring about equality in other areas.

Step 4
Handle Special Cases Effectively

There are several common obstacles that arise in the process of negotiation. This section outlines some strategies you can use in dealing with resistance:

- Manage delay tactics.
- Use the law.
- Deal with opposition appropriately.

Manage Delay Tactics

Delay is a common hazard along the road to equal education, but many coalition groups aren't sure how to deal with it. They have trouble deciding how long to be friendly, and when it is time to get tough. Delay may occur at the level of coming to agreement, or, after an agreement has been reached, in implementation.

Our general rule is that if the schools never say no but keep putting you off, and it is beginning to look suspicious to you, it probably is suspicious.

There are three basic strategies for dealing with delay:

- Increase demonstrations of general public support.
- Threaten or create unfavorable publicity about the delay.
- Exert pressure from within the education hierarchy.

Return to Chapter 3, "Designing A Campaign." It's time again to re-examine your support and opposition. Before you can decide which strategy or strategies will work best, you have to decide who is holding up progress and why.

Use the Law

If you meet a complete stone wall, the power of the law is there to protect you. In addition to Title IX at the federal level, several states now have laws of their own which provide for equal education opportunity in varying degrees. Check with your state department of education to see whether you live in one of these states.

The threat of a formal complaint may be enough to start up stalled progress. No educator is happy at the thought of having outsiders come in to investigate her/his leadership. The publicity you can create about your complaint would be equally unwelcome. Precisely because you have spent so much time and energy creating public understanding, there will be widespread community support if you have to seek legal remedies. You know that and your top administrator knows that.

Title IX also requires of every school district receiving federal funds that it establish a grievance procedure for resolving charges of sex discrimination. The law does not require you to use it, but if the procedure seems fair, it may be politically expedient—and quicker—to use your local grievance procedure. If you decide to file a formal Title IX complaint with the federal government, check with the U.S. Department of Education's Regional Office for Civil Rights in your area. They will be able to tell you how to proceed. Appendix IV has a list of their addresses and telephone numbers. PEER also has a pamphlet called "Anyone's Guide to Filing a Title IX Complaint."* We are also happy to offer free advice over the telephone. Over the years we have helped hundreds of people all over the country file Title IX complaints. Their experiences may be helpful to you.

Deal with Opposition Appropriately

Outright opposition is fairly rare among educators. More often, the issue of equity is simply invisible. Educators don't see that it exists, don't think it's very important, and certainly don't see themselves engaged in biased behavior. Like many others in the helping professions, they take pride in doing good for children. It is hard for them to believe that they may be favoring one group of students over another—discriminating on the basis of sex.

Objections from school people often include:

"I never thought about sex equity."
"The community wouldn't like it."
"It would cost too much money."
"I don't like to tell my people how to do their jobs."

To deal with resistance, peg your strategy to your particular problem.

When the problem is purely mechanical.

If an educator doesn't see how to get from here to equality because of various constraints, you can suggest alternatives. ("I'd love to get ride of these biased books but there's no money for new ones.") There is almost always another way to make progress. How about introducing some bias-free learning materials you can attain for little or no cost?

When the problem is one of passing the bureaucratic buck.

Start at the top. It is harder for the superintendent to pass the buck than it is for a department head, for example. For middle-level staff, find some action that is within their authority that can help achieve your goals.

When ignorance is the basic difficulty.

If the educator is unaware of how women's lives have changed, or about the damage done by sex discrimination in education, you have plenty of information to offer. Also, a free professional in-service training program is available to all states through a network of federally-funded centers. Appendix IV lists their addresses.

When the objections are philosophical.

If you are never going to persuade some important decisionmaker by reason alone, it is time for political pressure. The official, whether s/he is appointed or elected, is responsible to the community. Her/his power ultimately rests on community assent. Return to Chapter 3, "Designing a Plan," to develop strategies for mobilizing community support for action.

*For a copy of "Anyone's Guide to Filing a Title IX complaint," send $1.25 to PEER, P.O. Box 28066, Washington, D.C. 20005.

The National Committee For Citizens In Education published this article on dealing with school board resistance from a parents' group in Ohio. We feel that it can't be improved on, so here it is.

OHIO

"You won't believe what they do here!"

Shirley Oehling and Sue Timmons

When citizens who have read our NETWORK column call or write us, they always start out with, "You won't believe what they do here, but...." Actually, we *do* believe. We have heard the same stories time and time again and have experienced many of the complaints ourselves.

We have devoted this column to detailing the intimidation tactics used by some school officials to inhibit citizen participation in their schools. We have also included suggestions for counteracting these tactics.

We don't want to imply that all school officials use these tactics, but those citizens that are frustrated enough to seek us out mention the same problems repeatedly. In fact, school officials treat parents so uniformly in certain situations that we wonder if they circulate an underground handbook on the subject?

School Boards At Their Worst

In our contacts with other citizens groups across the state of Ohio we have found some citizens eager to be involved in their schools, but they often find stumbling blocks thrown in their way. The ironic thing is that the very people who often profess to want citizen involvement seem to be responsible for these barriers. Board of education members and administrators often leave citizens with the feeling they are left out and unwanted. One citizen told us, "The board did everything they could to make me feel unwelcome, out-of-bounds, uncomfortable, and unknowledgeable." We have put together a few things which citizens feel are done by some school officials to foster this feeling.

- Board members may sit with their backs to the audience during board meetings and mumble incoherently during discussions.
- Boards may hold their meetings in very small quarters not allowing room for visitors.
- Meetings may be held with school officials sitting on a platform with microphones and other equipment, and they may ask visiting citizens to sign their names and addresses, "for the record."
- Board of education meetings may be held at odd times which citizens may find impossible to work into their schedules, or provisions may be made for citizens to speak at the end of the agenda. Often this may be late at night after a lengthy executive session.
- Boards may discuss items they deem "safe" for citizens to hear, but vote quickly with little discussion on matters about which citizens have concerns and questions.
- Board members may become angry at citizens who raise questions and demand to know what right the citizen has to ask questions.
- Boards may restrict public input by limiting the number of citizens speaking and the length of time allotted for each to speak.
- When citizens request information they may be told they do not need that information because they may "misinterpret" it. Citizens may be put down with the line, "No one but YOU has ever complained about that."

Fortunately, citizens need not put up with such tactics. The first step is to recognize these are attempts to control citizens and avoid certain situations. Next, citizens can begin to take action to counteract these strategies.

- Board members who mumble incoherently can be asked each time to speak up. They will eventually get the idea citizens want to hear what they have to say.
- If board meetings are held in a small room, citizens can request they be moved to larger quarters to accommodate the public. If the request is ignored, citizens can attend anyway, perhaps crowding around the board members, sitting on the floor, and standing in the hallways.
- Highly formal and often intimidating situations can be dealt with by being confident. We are aware of no law requiring citizens to sign in when they attend a public meeting. The board of education should not require citizens to do so via board policy since these policies should pertain to running the schools, not controlling the public.
- If your board of education holds meetings at odd times, make provisions to attend. If the meetings usually are lengthy, make provisions to stay late. These writers once attended a meeting at 6:30 a.m. and at another time stayed until 2:00 a.m. When school officials get the idea you will not be deterred, they generally stop this procedure. They like to get their sleep too.
- Citizens can call the state house for a copy of your state's open meeting law. For example, not discussing items of importance before a vote may indicate board members have planned in advance how to handle the item. The Ohio open meeting law calls for all deliberations to take place in public, with few exceptions. Knowing the law will tell you if your board is in compliance.

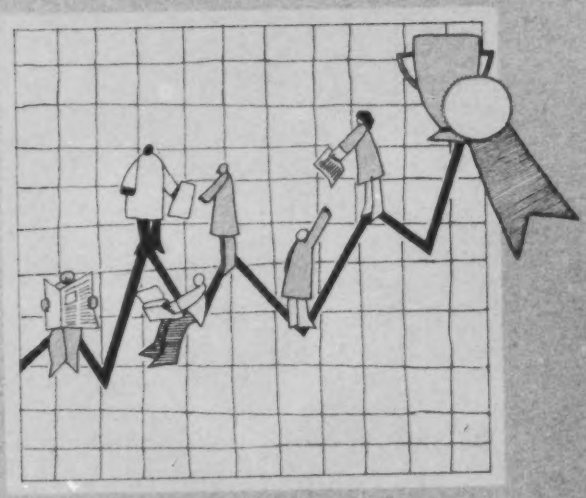
Citizens should remember their votes put 90% of local school board members in office and their taxes pay administrators' salaries. Therefore, the board members are their representatives and administrators are their paid employees. Citizens have the right to know how their schools are being operated.

- When addressing school officials use restraint and common sense. Relate to the subject and be as brief as possible. If you are not permitted to speak, make your thoughts known in a public letter-to-the-editor of your local newspaper. School officials are ever conscious of public relations and may not care for the embarrassment of public letters.
- Citizens may legally obtain much information about school operations including agendas, budgets, appropriations, salaries, expenditures, etc. By law these must be made available on request with perhaps a minimal charge to cover the cost of reproduction. If citizens remind school officials of the state freedom of information law, they should have no trouble getting what they want.
- Finally, don't buy the excuse that you are the only one to complain. Other citizens may have complained before but were driven away by some of the above tactics. Check around. Talk to other citizens. You may find others share your concerns and, who knows, there may be enough to form your own citizens' group to tackle the problem.

Shirley Oehling and Sue Timmons are leaders of Parent Representatives on Better Education (PROBE) in Ashland, Ohio.

SECTION II • INTRODUCTION

Managing Your Campaign



Managing Your Campaign

At first campaigns are usually planned and managed by a few committed people who build up enthusiasm as a small group. However, as the campaign grows the small group finds that it needs more established structures, and that it needs to divide up the work and make sure all the work gets done. As they grow, campaigns usually discover they need to find ways to work well together as groups and sub-groups. This section highlights common problems that seem to occur in the course of most volunteer campaigns. Drawing on the experiences of many past campaigns, we have come up with some strategies for dealing with these problems if and when they show up in your campaign.

Chapter 8, "Structuring Your Campaign," outlines ways to divide up campaign responsibilities. Chapter 9, "Working Effectively in Groups" shows ways to improve the quality of your work and to insure a sense of satisfaction among all concerned. Chapter 10, "Management and Planning in Group Work," details solid management tools and processes to help your groups become more efficient and effective. Chapter 11, "Troubleshooting Common Group Problems," discusses how to prevent or solve difficulties groups frequently encounter. Chapter 12, "Building Your Coalition," provides useful tips on working in coalitions. Chapter 13, "Budget Development and Fundraising," discusses how to make sure your campaign is solvent, as well as how to insure that your funds are managed responsibly.

SECTION II • CHAPTER 8

Structuring Your Campaign

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Structuring Your Campaign

As your group grows, you will increasingly need clear structures to keep working together smoothly. This chapter gives seven possible structures to provide your campaign with a solid operation.

- a campaign coordinator
- a steering committee
- an advisory board
- standing committees
- task forces
- a written policy statement for the overall campaign and
- an established code of conduct.

Campaign Coordinator

As your campaign develops, you will find communication between the different parts harder to manage. For this reason, one person needs to be selected as coordinator very early. ***The campaign coordinator keeps an eye on the development of the overall campaign and helps insure that everything moves forward on schedule.***

The coordinator does not take any specific piece of the campaign, and she* does not work on any standing committee or task force. Basically an effective coordinator needs three things.

- Adequate time: at some points in the campaign this may mean part of each day.
- Good communications skills with both individuals and groups. She should be a person who is able to restore harmony when necessary, between people or among groups within the campaign.
- Well-organized approach to work: the coordinator will be juggling many different balls at once. She must be well-organized so that she can help the campaign to be well-organized.

Since the coordinator's role is so strategic, the other campaign workers must have trust and confidence in her and her competence.

You may choose to have co-coordinators. If so, they will need to allow extra time to coordinate with each other. Co-coordinators must be a smoothly-operating team. Animosity, competitiveness, or lack of communication between co-coordinators will hamper their performance, and worse, the campaign. Again, other campaign workers

* Throughout this section we will be using the pronoun "she" as a generic term for the coordinators. The reader should understand that we do not exclude the possibility of a male coordinator.

will need to have confidence in the co-coordinators and especially in their abilities to work harmoniously together.

If no one in your group feels able to serve as campaign coordinator, you have three options. You can try to recruit a coordinator from among new campaign volunteers. Remember, if your coordinator is new to the campaign you will need to bring her "up to speed."

You can divide up coordinator responsibilities among the current campaign workers. Hopefully, this will be a short-term strategy. This method of campaign coordination almost inevitably lets important activities fall through the cracks.

You may want to evaluate whether your organizing group has enough energy and time to carry out a campaign. If no one can or will become coordinator, this may not be the right time to conduct an effective campaign.

One final warning: don't let your campaign fall into the trap of depending too heavily on the coordinator. Also, be careful not to have your coordinator take on actual campaign work. If you expect your coordinator to be too many things to too many people, you will burn her out before your campaign has a chance to succeed.

Steering Committee

As we said earlier, the core group which plans the campaign often forms the basis for the Steering Committee. As it grows, you will need to become more formal.

The Steering Committee has major policy- and decision-making responsibilities for the campaign. Specifically, these include:

- In cooperation with the campaign coordinator, overseeing the day-to-day operation of the campaign;
- Selecting or acting as campaign spokespersons;
- Developing campaign policy and positions;
- Deciding whether to stage an action or event that will use the campaign's full resources; and
- Building a coalition on behalf of the campaign.

Every organization which is a member should have a representative on the Steering Committee. In addition, the coordinator(s) and the chairs of each standing committee should sit on the Steering Committee.

Regardless of your recruitment method, your Steering Committee members should:

- Have a strong commitment to sex equity and to mounting a campaign.
- Have enough time to serve responsibly on the Steering Committee. Most committee work is accomplished in meetings, and these meetings must be timely and can be time-consuming.
- Have a strong commitment to working with a group. The Steering Committee needs to work in harmony together. A campaign staffed with volunteers must share leadership and decision-making.

The best Steering Committee members are those who want to be there. Be sure to explain to potential members what you are seeking in committee members so they can decide accordingly.

Advisory Board

An Advisory Board can be a real asset to your campaign. It serves to give additional credibility to the campaign based on the members' strong community reputations. ***The Advisory Board is a group of four or more persons expert in the areas of education and women, who are available to give the Steering Committee advice on major policy decisions and campaign events.***

The Steering Committee identifies the best candidates for the Advisory Board and officially approaches them to serve. Often the kinds of persons you will approach serve on many similar boards. For this reason, potential members will want to know exactly what their Advisory Board responsibilities will be. You can expect at least the following activities, and you may want to add to the list:

- Attendance at a joint Steering Committee/Advisory Board meeting to introduce the two groups to each other. This meeting will also include a briefing for the Advisory Board on plans and status of the campaign.

- Attendance at Advisory Board meetings called by the Steering Committee to seek Board input on major policy decisions and campaign events.
- Phone contact with the Steering Committee for advice as needed.
- Participation of Advisory Board members in select campaign activities where the prestige of the member or members will be helpful. These could include press conferences, a meeting with the school superintendent, personally contacting individuals strategic to the campaign, raising funds from corporations or foundations, etc.

The Advisory Board will not meet on a regular basis but as needed.

Your process for taking on a new Advisory Board member can include:

- An initial phone conversation between either the coordinator or a Steering Committee member to determine whether the person is interested in serving.
- A follow up letter of thanks from the Steering Committee for his/her interest. The letter will specify exactly what the campaign is, what the Advisory Board is, and what the responsibilities of membership are.
- A meeting with at least two Steering Committee members and the potential Advisory Board member. At this time you will firm up the commitment to serve.

Standing Committees

Standing committees carry out the day-to-day work of the campaign, supplemented by task forces as needed. ***A standing committee is a group of people committed to work on a major action area of the campaign.*** In this manual we suggest four:

- Recruitment;
- Publicity;
- Research; and
- Fundraising.

Except for the Fundraising Committee, these committees are described in Section I of the manual. Chapter 13 gives some tips and pointers to the Fundraising Committee.

Usually people volunteer to be on a particular standing committee based on their interests and skills. Some are drawn to a committee in order to learn new skills. This self-interest can motivate good work provided there is a healthy mix of skilled and unskilled people on a committee. Such a mix can also lead to effective and creative activities, as new ideas are seasoned with experience. In addition, committees need to be sensitive to the need to take on new members as they come on board during the campaign. Including new members takes time and effort but also provides more hands and more energy.

Each standing committee selects its chair. The chair needs qualities similar to

"Standing Committees Carry Out The Day-to-Day Work"

those of the campaign coordinator: adequate time, good communications skills, a commitment to group work, and the confidence of the committee in her competence.

Responsibilities for each standing committee vary. You will find them described in detail in their chapters. While each committee decides its own meeting schedule, committees should meet no less than once a month, at a regular time and place.

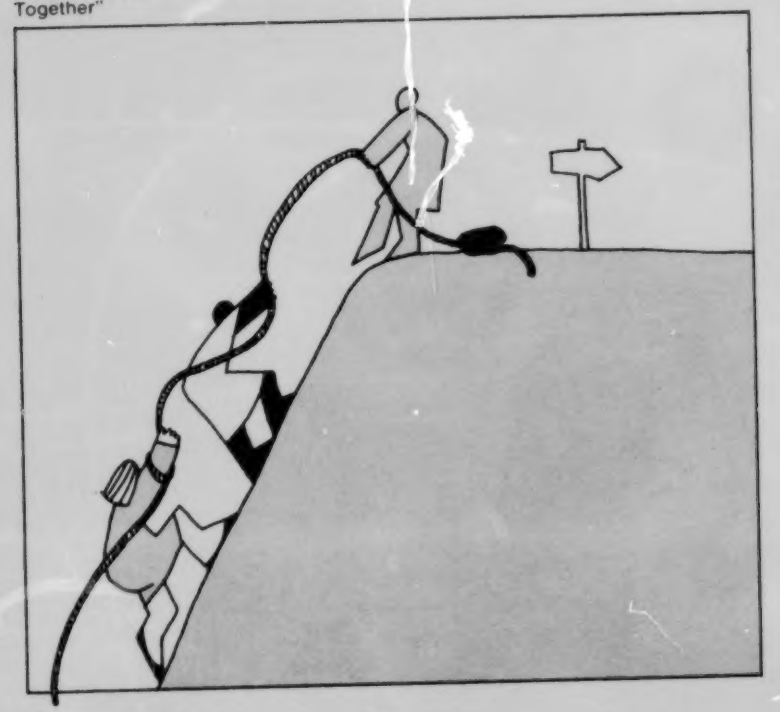
Committees frequently develop a sense of pride and accomplishment about their work. This makes for an effective campaign, provided they also keep wide open lines of communication to the other parts of the campaign. All parts of the campaign must work well together and this means that they must share information about their work with each other.

Task Forces

You may decide to form task forces for specific campaign activities that:

- are short-term;
- need many workers from two or more action areas of the campaign; and
- require carefully timed cooperation.

"All Parts Of The Campaign Must Work Well Together"



Examples of task force activities include a fundraising reception, a day-long workshop to provide training and build support for the campaign; a press conference to announce research results, etc. Task forces for events such as these should include members from standing committees as well as a broader group of campaign workers who may not usually serve on a committee.

A task force needs a coordinator. She also serves as liaison during the life of the task force with the Steering Committee. Standing committee members serve as liaisons to their committees.

Depending on the type of activity, a task force may have a large and flexible membership.

A Written Policy Statement

A written policy statement about how your campaign is structured and operates helps everyone understand exactly what agreements your campaign leadership has developed. ***The policy statement is a basic set of rules for the campaign*** and usually covers:

- Group structure: the governing body—the Steering Committee; the advisory bodies—the Advisory Board; the committees; and the task forces, if known early in the campaign. It's a good idea to include the specifics you feel important, such as responsibilities of membership, how members are chosen, how the groups coordinate with each other.
- Decision-making power: who has authority to make which decisions, take which actions.
- Rules for raising, managing and using money.
- Statement of long-range goal(s): from Chapter 1, the policy statement should include the campaign's statement of purpose, or goal.
- Guidelines for building coalitions.

The simplicity or complexity of your policy statement depends on the size and scope of your campaign. Put down what is important for everyone to work well together. Don't get bogged down in details. This is a one-time-only "housekeeping" task.

You can develop your policy statement in one of two ways: Have a special meeting of the Steering Committee. Brainstorm all topics your committee feels you should address. Use modified voting to select topics. Discuss specific rules under each topic area. (For example, under "funds and management" you may want to state that the chair and two other members of the Steering Committee will establish a checking account at a local bank and will place all campaign funds in that account.)

Or, one or more Steering Committee members may draft a proposed statement. The Steering Committee will then consider, alter, amend and agree together on the final statement.

Established Code of Conduct

Any successful group uses some set of rules to govern its conduct within the group. Often these rules are unspoken. We suggest taking the time to get them out in the open and written down. Doing so has a couple of benefits. First, it insures that everyone is making the same assumptions about what they expect from one another. Second, it helps people focus on the importance of being straight-forward and business-like in their dealings with the campaign. Codes of conduct usually deal with two kinds of situations:

- How individuals carry out their work; and
- How small groups function, especially during meetings.

For the section on ***how individuals carry out their work***, the code may cover:

- advance notice if you can't complete a task you committed to do;
- criticizing another's work or behavior directly to the person involved;
- notifying the appropriate person if you change address or phone number.

For the section on ***how small groups function***, you might address:

- coming to meetings on time;
- giving advance notice if you can't make a meeting;
- not interrupting another person who is speaking;
- sticking to the agenda.

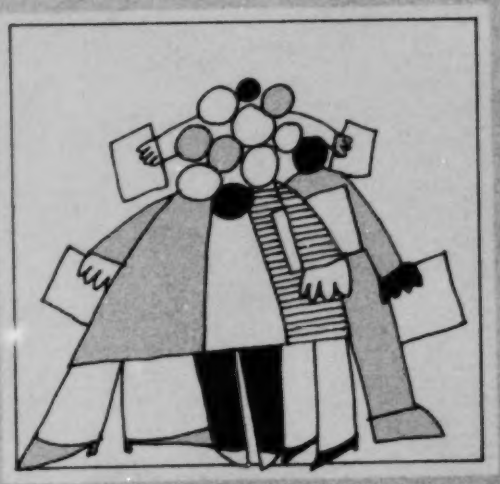
We suggest using brainstorming and modified voting to develop your code of conduct. You can discuss pros and cons of each item prior to voting, but don't get bogged down in detail. The code is a simple tool to define desirable behavior within the group so that working together is more pleasant and effective. It should not become a major controversy.

Once you have developed your code, you should use it. Have copies printed up and distributed to all campaign workers; including new ones. Put it up on large flip chart paper to be displayed during initial meetings to remind people of their "contract" with the group.

The code of conduct is a living document—you can change it when necessary to reflect the group's changing needs and perceptions of effective behavior.

SECTION II • CHAPTER 9

Working Effectively in Groups



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Working Effectively in Groups

All of us have had a wide variety of experiences working in groups. Some of these experiences were good ones; we enjoyed ourselves and felt a solid sense of accomplishment at the end. Other experiences have been more negative; we may have completed the task without enjoying the process; or we may have enjoyed the group but somehow we never got the job done.

An effective group process is necessary for accomplishing a goal and enjoying yourselves at the same time. This chapter discusses four aspects of establishing an effective group process:

- Share the load fairly.
- Balance task and maintenance functions in the group.
- Develop shared leadership.
- Motivate group members.

Share the Load and Define Commitment

In Chapter 8, we outlined structures to divide the work of the campaign into coordinators, committees, boards and task forces. Once you have created these structures, you will need to make sure that group members share their responsibilities fairly with each other.

Most of us with histories of community activism and volunteer work are used to working very hard on any project to which we make a serious commitment. For the campaign to benefit from this commitment and the contributions of all members, you need to:

- Define the commitments needed, including times.
- Respect the levels of commitment people are able to make.
- Try to divide the work equitably.

As you divide the work into tasks, estimate the resources that each one requires. Some of your campaign volunteers have resources other than time to offer; for example, free or low-cost printing, typing skills, or friends willing to pitch in on a big mailing. Other tasks simply require time and diligence. Defining the commitments carefully helps people choose how best to contribute.

You also need to figure how much time each task will take. Take into account the deadlines you developed as a part of your overall campaign strategy. This way, each member can judge whether s/he can reasonably take on a specific task. This helps the campaign, in turn, by preventing overcommitment and failure to complete necessary tasks.

Respect the levels of commitment people can make.

Not everyone can do everything. As mentioned above, people can offer widely varying kinds of resources. Contributions need not be equal for them to be valuable. Make sure all workers in your effort feel that you appreciate their well-executed efforts.

Try to divide the work equitably.

Bearing in mind different abilities and levels of contribution, divide the work fairly. Overloading willing workers can lead to burnout just when your campaign needs their experience the most. If you have added all your tasks together and allotted the work, and still have some work that needs to be done, seek out your Recruitment Committee for additional volunteers. That's what they're for.

Balance Task and Maintenance Functions in the Group

All groups have two functions going on all the time. The specific work you do, the product you produce, is the ***task*** function. How this work is done, the process by which people work together, is the ***maintenance*** function. Ideally, a group creates a good product using a good process.

Typically, group members become "guardians" of various functions in the group. The "guardian" roles fall into three categories:

- watching over the task functions;
- watching over the maintenance functions;
- helping balance a combination of task and maintenance.

Usually group members are unconscious of their roles. They are often part of a person's usual behavior. Sometimes, however, group members can take on certain roles to help your group function better.

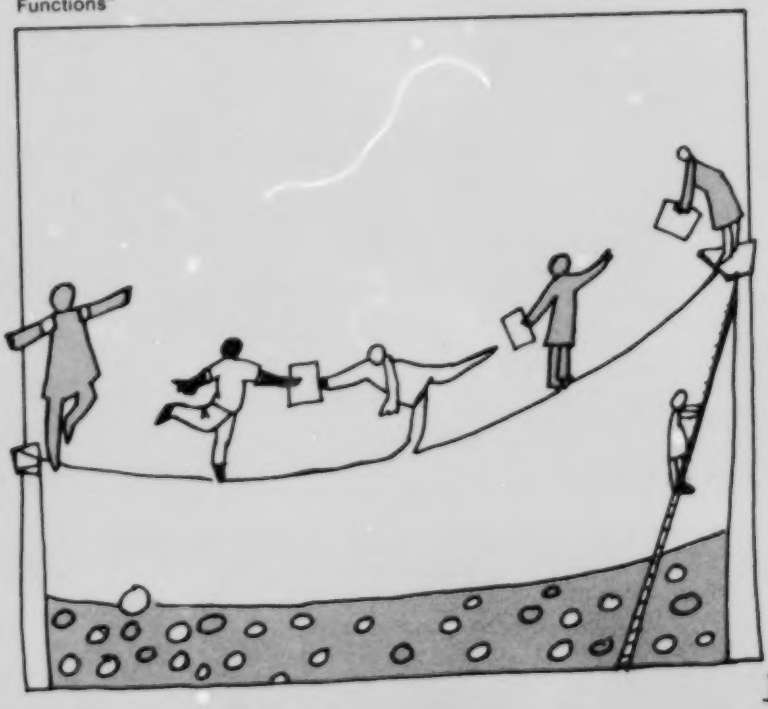
Task roles include:

- *Initiator*: suggests goals, actions, tasks, ways to accomplish tasks; identifies problems and proposes solutions.
- *Information seeker/information giver*: asks for and gives information and exact facts.
- *Opinion seeker/opinion giver*: asks for and states feelings and opinions.
- *Clarifier*: restates ideas; identifies current issues; defines terms.
- *Summarizer*: pulls ideas together; offers conclusions.
- *Orienter*: keeps track of a group's progress in relation to group goals.
- *Critical thinker*: examines assumptions; shows group logical outcomes of particular lines of thought.

Maintenance roles include:

- *Encourager*: brings out opinions; gives recognition; acknowledges contributions.
- *Tension reliever*: helps group reduce tension by using humor and play.
- *Compromiser*: designs and offers compromises.
- *Communicator*: encourages the flow of ideas; draws out members into participation.
- *Standard setter*: holds the "quality control" of the group; applies standards to checking in on group process.
- *Interpreter*: restates another's expression to help group understand it better.
- *Listener/follower*: accepts and supports ideas of others.

"Balancing Tasks and Maintenance Functions"



Combined task and maintenance roles include:

- *Harmonizer/mediator*: reconciles differences; helps members to compromise.
- *Agreement tester*: identifies areas of agreement and checks with the group to see if agreement is possible.
- *Evaluator*: identifies progress and hindrances to the group.

Groups need a balance between task and maintenance roles. If your group is too task-oriented, you will have difficulties working together. If a group is too maintenance-oriented, you will not meet your goals efficiently or on time.

Your group can help itself by identifying who assumes which roles and by deciding which roles need to be met that are not currently met. As we said earlier, members can consciously decide to fulfill certain roles your group determines to be important.

Develop Shared Leadership

Being a leader means different things to different people. ***The type of leader we are suggesting in this manual is a member of the campaign who helps the group by focusing the group's energy on its goals and the work needed to achieve them.*** A successful campaign will have more than one leader. In fact, a successful campaign develops shared leadership. Shared leadership creates more group unity and strength. Examples of sharing group leadership are:

- Help group decision-making by identifying the steps you need to take and the questions you need to answer.
- Manage group discussion so that it builds toward making a decision.
- Bring the group to decision when you feel it is time.
- Monitor and help group process by intervening in it when necessary.
- Help build leadership by encouraging others to develop leadership skills.

Every campaign provides leadership opportunities: make sure to share them. And it is not only possible but desirable to share these responsibilities.

Having identified leadership opportunities and received campaign volunteers for these positions, you need to support your leaders. Being a leader in a campaign is like being the captain of an athletic team. The captain is both a member of the team—a peer with the other members—and the leader—helping the team focus on being a winner. To do this effectively, the leader needs team members who are willing to work together and follow the leader's guidance.

A campaign leader has major personal responsibility. Joan Flanagan in her book, *The Successful Volunteer Organization*, gives some useful advice to leaders:

- You don't have to be perfect. Start with a reasonable assessment of who you are.
- Don't be afraid to try something new or risky.
- Do it NOW.
- Have fun.
- Set up support systems for yourself as well as for your volunteers.
- Never work alone. Trust the group process and it will build trust.
- Don't be afraid to ask for help. If you lack certain skills find someone else who has them or who can lead you to someone who has them.
- Start by asking for the very best people to help you.
- Start working on program even as you organize.
- Plan for bringing in money from the very beginning.

Motivate Group Members

We have found several methods to keep group members involved:

- Let campaign workers decide the work best suited to them.
- Design tasks that are useful to the campaign and meaningful to the workers.
- Insure equal participation in meetings.
- Divide tasks fairly.
- Perform routine, tedious tasks in small groups.

Let campaign workers decide on the work best suited to them.

People who become involved in a community advocacy campaign usually have one central conviction: they believe involvement serves not only their self-interest but the community's best interests. Throughout the campaign, workers will be asking themselves whether they feel the campaign is serving both these interests well. This is an unconscious and natural process. Your chances for a successful campaign increase when you allow participants themselves to decide the best involvement for herself/himself. Everyone wants to have her/his talents used in the best possible manner. Each person is best qualified to decide what that should be.

Try to design tasks useful to the campaign and meaningful to the workers.

In an advocacy campaign, as in most work, the work itself is the strongest motivator. Everyone in the campaign needs to feel her/his work on the campaign is useful to the campaign as well as meaningful to them in some way.

Insure equal participation in meetings.

Campaign workers also need to feel that they have an equal right to participate in meetings and other group activities. You will find that many of the techniques recommended in this manual promote participation by everyone, such as the brainstorm technique to get out everyone's ideas. When you are managing meetings, it is your job to encourage each person to contribute. Meetings that are showcases for only a few members discourage attendance and decrease motivation to work on tasks outside the meetings.

Divide tasks fairly.

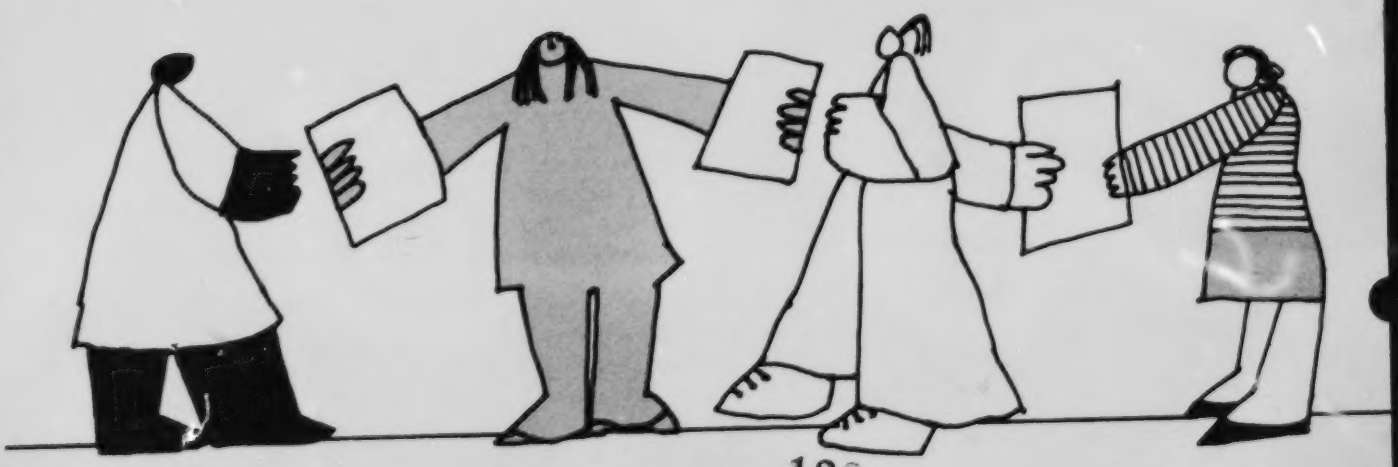
Generally, you and your co-workers will decide together how to divide up the work. If the separate tasks have already been identified before a work meeting, be sure to explain who divided the tasks, and why. Also give everyone a chance to change any part of the scheduling they feel needs to be changed.

Sometimes you will have a campaign where a few workers are willing to take on more than their fair share of the workload. They need appreciation but restraint. Spreading the work around insures the richest mix and helps guarantee motivation of all members.

Perform routine, tedious tasks in small groups.

Every campaign has its share of routine, tedious jobs—the "necessary evils" or "scutwork" of the campaign. To rescue such tasks from tedium, arrange to do them in small groups, perhaps with a potluck supper. Doing them together makes the work more fun.

"Divide Tasks Fairly"



Management and Planning in Groups

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Management and Planning in Groups

Managing and planning in an advocacy campaign use some of the same basic techniques used in business or public life, but you will find there are differences. For example, more people are involved in important decision-making, which requires more democratic processes. Also, because more people help make decisions, more people need to feel responsible for the overall campaign.

This chapter discusses some basic management and planning concepts and tools that are useful at every phase in the campaign.

- Making decisions in groups.
- Developing group goals and objectives.
- Managing group meetings.
- Planning in groups.
- Evaluating progress in groups.

This "how to" information is very basic. Check the resource list at the end of this chapter if you want to develop further your skills.

Making Decisions in Groups

Every campaign requires making hundreds of decisions. If a campaign does not have a good decision-making process it can run aground. There are a few classic symptoms of a weak decision-making process:

- long, exhausting meetings where nothing important is resolved;
- "deciding by committee" in which no one feels much stake in or much satisfaction with the decisions;
- takeovers in the decision-making process where one or two people make all the major decisions, virtually alone;
- decisions are made but somehow never carried out.

A good decision-making process is both effective and efficient. Effective decision-making means you decide what needs to be done and how to do it based on your campaign's goal. Efficient decision-making

means using your time and energy only to the extent necessary to reach good decisions. You can use the following criteria as a yardstick. Good decisions are:

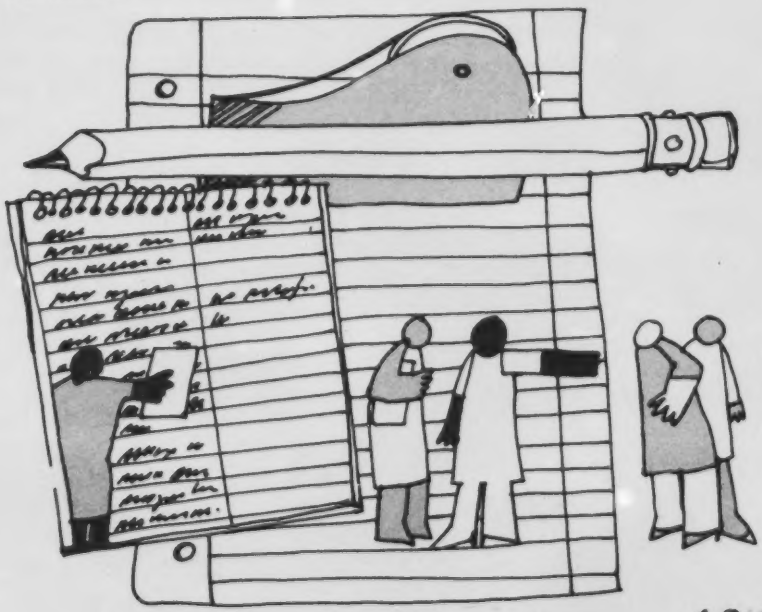
- Decisions that support the campaign's overall goal.
- Decisions that a majority of the campaign workers agree with.
- Decisions that almost all workers can support even if they did not originally agree with the decision.
- Decisions that get carried out.
- Decisions that everyone in the campaign understands.
- Decisions based on input from the people most directly affected by them.
- Decisions that make sense in terms of the campaign's overall plan and design.

To develop an effective and efficient decision-making process for your campaign, you need to answer the following six questions.

Who decides who decides?

Where does the final decision-making authority rest? We recommend that your Steering Committee has final authority. They should make the policy decisions for the campaign. They also authorize the standing committees and task forces to make decisions in specific areas of responsibility. (For specific responsibilities of the Steering Committee, see the section on "Transition from Core Group to Steering Committee" at the end of Chapter 3, "Designing a Campaign.")

"Decide Who Decides"



Which decisions are made by the group as a whole?

This question covers the entire campaign as well as each standing committee or task force. Each group must decide which decisions you will make as a group, and which can be left up to responsible individuals.

For example, the Publicity Committee may decide that the whole committee will make the decisions on major publicity activities, such as press conferences, while a volunteer to write a press release can decide on wording for that release.

How will the group make decisions together?

There are three basic choices:

Consensus decision-making involves trying to reach a decision which all members can agree with and support. Consensus decision-making can be a very good way to make decisions which have a long-term impact on the group. However, you will find it a time- and energy-consuming method. Consensus decision-making also becomes more difficult the larger the group is. We suggest reserving it for the major decisions where loyalty from every member of the group is vital to carrying out the decisions.

Majority voting is the most common decision-making process used. Majority voting is an efficient method for making decisions in large groups. You may also want to use majority voting in small groups to make minor decisions, such as the next meeting date.

Modified voting is the method which we recommend for most decision-making. Modified voting combines some of the best aspects of both of the other two methods, and avoids their pitfalls. It is a good mechanism for incorporating all opinions about the choices under consideration. Once the decision is made, everyone tends to be more loyal to it. Modified voting also minimizes the feeling that there are "right" and "wrong" answers sometimes experienced in majority voting.

Each subgroup must decide for itself whether to operate by consensus, majority voting, or modified voting, and when. What-

ever you do, the basic issue is to make decisions effectively and efficiently.

What decisions are to be made by individuals in the campaign?

What decisions will the campaign coordinator make? The committee chairs? You will find times when group decision-making is neither possible or helpful. For instance, in a Steering Committee meeting you may decide together to launch a recruitment drive that includes publicity. The Publicity Committee chair would have to agree to produce a press release by a certain date. S/he and the entire Steering Committee would find it awkward to go back to her/his committee before making that decision. Other times s/he may have difficulty calling the group together.

Since so much of a campaign's vitality depends on mutual trust, try to work out from the start what decisions particular people can make alone. If you face up to this issue in the beginning, we can guarantee that the campaign will run more smoothly. The feeling among individual decision-makers that they have some support and some limits will cut down on both indecision and inappropriate decision-making.

One final suggestion to those making decisions alone: try to poll others in your group whenever possible. As one seasoned community activist said to us, "I don't like making decisions alone. Sooner or later my luck will run out and I'll make a bad decision. Then everyone pays."

How are individuals to make decisions?

As suggested above, we strongly encourage individuals to poll members of their groups to get input into decisions. Also, after making a decision, the individual should report the decision, why s/he made it, and what has to be done to carry it out.

What is a sound process to follow in making decisions?

Clarify exactly what the necessary decision is: be as specific as possible.

Gather information relating to the decision so that you and the group can make an informed choice.

Analyze and discuss the decision and its background information fully.

Identify and analyze alternative options.

Select the best action from among the alternatives.

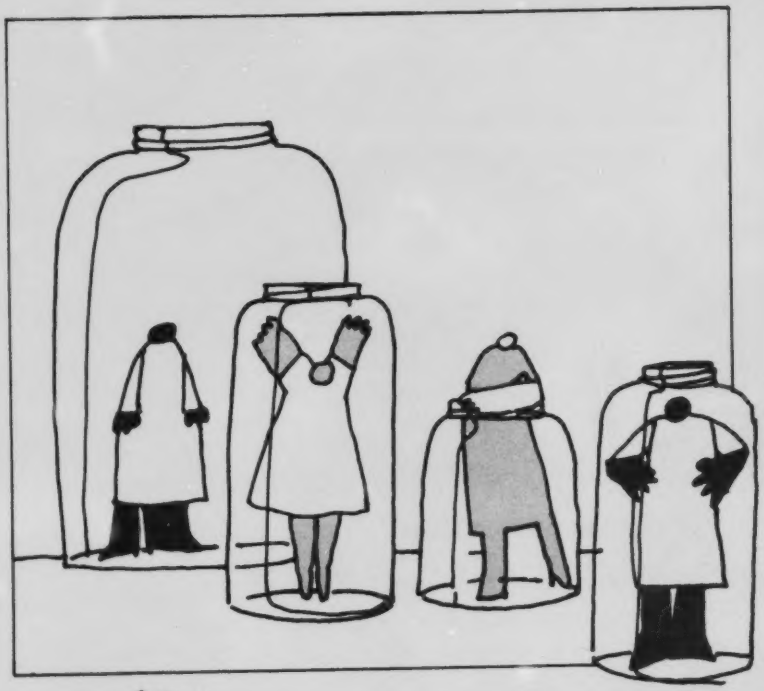
One final note: once a person or group has made a decision, something must be done to carry it out. All too often a group will end a meeting without agreeing on who is doing what and when. If you keep in mind that you are not finished until you have carried out your decision, you can avoid this common pitfall.

Developing Goals and Activities

Chapter 1 contains a great deal of information about developing a specific goal for your campaign. At this point we need to discuss goals in a broader way.

A ***goal*** is something you are trying to achieve. Goals come in different sizes: long-range, middle-range, and short-range. For example, the long-range goal of your entire campaign might be to increase the graduation requirements from one year of math to two. A middle-range goal might be to publicize the kick-off of the campaign. Short-range goals are the very concrete outcomes which you feel you must achieve in order to

"Goals Come in Many Sizes"



reach your middle-range goal. For example, the short-range goals for publicizing the campaign might be:

- to have print reporters from at least one of the two major papers and two of the smaller papers at the press conference;
- to have at least one television station cover the press conference on the evening news.

An ***activity*** is whatever event or action *you* take to reach that goal. For example, suppose you decide to hold a press conference to publicize the start of the campaign. This is the activity or means by which you reach your goal. Other possible activities to publicize the campaign might be issuing a press release, staging a rally, or holding a town meeting.

To summarize:

- A ***goal*** is something you are trying to achieve.
- An ***activity*** is something you *do*.

You set goals to give your actions a purpose. You act in order to reach a goal. Goals and activities are the two halves of a whole.

Goals and Objectives

You may encounter professional managers, foundation, social service or government agency personnel, or your own school district representatives who use the terms **goals** and **objectives**. At times you may need to explain your campaign in these terms, particularly if you are applying for a grant. For this reason, we are offering a basic definition of these two terms.

A **goal** is a general statement of what you are trying to achieve. It is the *purpose*, or the *reason for* the actions you take. Applied to our example, the goal of the press conference would be "to publicize the kick-off of the campaign." An **objective** is a more specific statement of the *concrete results* or *outcomes* you are working to achieve. Having at least one reporter from a major newspaper and two reporters from smaller papers at the press conference is an example of an objective. Objectives are what you hope to accomplish. An activity is what *you* do to accomplish your goals and objectives. For any major activity you will have a general goal and several specific objectives.

In the final analysis, our advice is: use whatever feels most comfortable and is most clear to you and to others.

Managing Group Meetings

Group meetings have three basic purposes:

- to share information;
- to reach decisions; and
- to do particular jobs (stuffing envelopes, analyzing data, etc.)

Just as with any other campaign activity, meetings ought to have goals. The best meetings are the ones where everyone knows why they are there and what needs to be accomplished. Here are our suggestions for good meeting management:

To prepare for the meeting beforehand:

- Identify the goal or goals of the meeting.
- Think through decisions that your group needs to make at this time, or other work that you need to accomplish.
- Select a facilitator, and a place and time for the meeting.
- Build an agenda. The chapter on designing a campaign has several model agendas. We suggest listing any decisions to be made and estimating how long each item will take. It's frustrating to be unable to finish your work because a meeting is too short—or to sit in a meeting where time is being filled up.
- Distribute the agenda in advance, if possible.
- Identify equipment and materials needed for the meeting and figure out who is to get them.
- Put the agenda up on a large piece of paper at the front of the meeting room, so that all can refer to it during the meeting.

The meeting planner (or planners) carries out all these tasks.

Just before the meeting:

- The meeting facilitator arrives early to hand out the agenda and set up the meeting room.
- Bring all necessary equipment and materials to set up the room in advance.

During the meeting:

- The facilitator starts the meeting on time, regardless of whether everyone is present. This way participants learn that people are expected to be on time, and

the facilitator keeps her/his "contract" with the participants.

- If not more than 25 people, and in a group where people are new to each other, the group should introduce everyone by going briefly around the room.
- The facilitator asks for a volunteer timekeeper and a volunteer notetaker, or recorder. If there is a flip chart, the recorder should write important notes on the chart so that everyone can see them at the front of the room.
- The facilitator reviews the agenda item by item. At the end of this review, s/he calls for changes or additions. The changes or additions are noted on the large agenda posted at the front of the room.
- Read the minutes from the last meeting.
- The facilitator then proceeds through the agenda.
- If time runs out on an agenda item before the work is complete, the facilitator should ask the group what it wants to do. The group can take additional time from another item or make the meeting longer. Or the group may table the item for another meeting and move on through the agenda.
- Just before closing the meeting, your group needs to evaluate its accomplishments during that meeting. This should always be built into the agenda. The evaluation can be simple: just identify ways that the meeting could have been improved and ways that it went well.
- The meeting concludes with an announcement of the next meeting or activity of the group. Include time, date and location.
- *The meeting should end on time.* This is another way the facilitator keeps her contract with the participants in the meeting. It is polite to thank everyone for coming and working together. Often people expect the facilitator to do this.

To follow up the meeting:

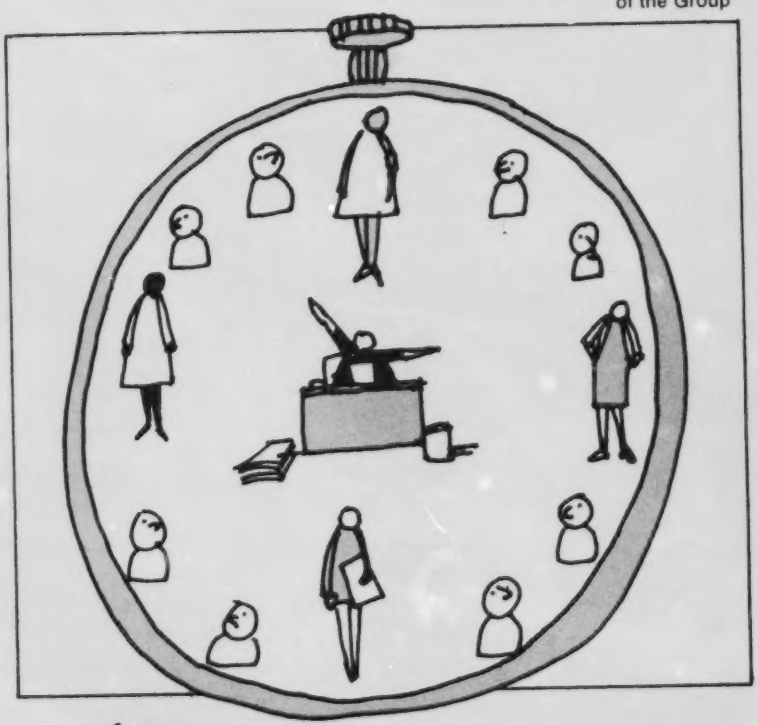
- Clean up the meeting room.
- Return borrowed equipment or materials.
- The notetaker should re-read her/his notes to be sure that s/he has everything needed to prepare the minutes.
- The facilitator should confer with the group planning the meeting to assess how successful the meeting was. Were the goals of the meeting met?
- Decide who is planning the next meeting.

A meeting should be run so that everyone leaves feeling their time was well-spent and they are glad they decided to come. Taking part in the discussion and decision-making is a very important part of feeling satisfied. So, while you want to get through your agenda on time, you also need to encourage everyone to take part.

Many of the techniques in this manual, such as brainstorming and modified voting, are designed to bring out participation. As the facilitator, you can also ask quiet group members what they think. Or, if you have a high-energy group you can prevent run-on discussions by setting a time limit. This helps everyone balance the need to offer ideas against the need to include other people's ideas.

The facilitator, notetaker and timekeeper roles should rotate among group members to help develop leadership. Also, people tend to be more committed to groups they help manage.

"The Meeting Facilitator Balances the Needs of the Group"



Planning in Groups

Chapter 3 describes the details of planning your campaign. In this section we want to cover planning in general.

Planning, as we have said before, is a way to define the product or outcome of an effort and to outline the process your group will use to get there.

Planning basically encompasses the six elements called "the 5 Ws and an H:"

- Why—the statement of purpose, the long-range goal.
- What—what is to be done, the objectives, or middle- and short-range goals.
- Who—who is to be involved, who is to work with whom.
- When—when does the plan begin, what happens together, when is a given project or plan complete.
- Where—where in the campaign is the focus of the activities.
- How—how will you accomplish tasks and activities—methods, processes, procedures, techniques to be used.

The planning process used in Chapter 3 has all the steps of a basic planning process:

1. Define the problem.
2. Set the goals and objectives.
3. Choose among alternate strategies.
4. Prepare for carrying out the plan.
5. Monitor progress.
6. Evaluate the outcome and the planning process.

There are a couple of planning tools you may find helpful. One is the ***workplan format*** we used in designing a campaign. This is helpful for working out the details of mounting complex activities. (For a sample workplan, see page 40 in Chapter 3, "Designing a Campaign.")

The other is a ***basic planning diagram.*** Those of you who are more visual will find this tool appealing. A basic planning diagram helps you see where certain tasks and activities must be carried out simultaneously. In the example shown below, tasks 3 and 4 must be done simultaneously.

Evaluating Progress in Groups

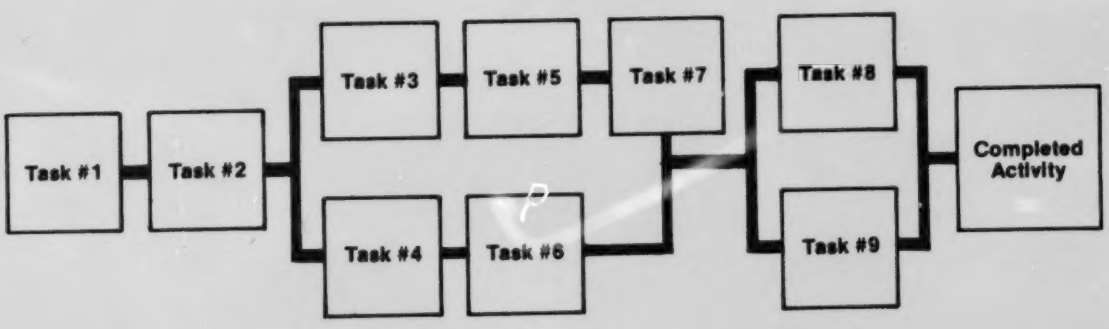
Evaluation is a distinct professional field. We urge you not to skip this step because you're not an evaluation expert. We know that even the word "evaluation" is a little intimidating. People don't use it in their everyday lives. But, just as with making policy, people have been "conducting evaluations" in their everyday lives long before there were experts to give it a fancy name. It just means figuring out in a systematic way whether your plan worked.

Depending on the needs of your campaign, you can evaluate progress in your groups in two ways: informally and formally.

Informal evaluation is usually a simple discussion about what has gone well and what needs improvement in a particular

SAMPLE

Planning Diagram



meeting, task, or activity. An informal evaluation should occur every time a group meets.

Formal evaluation looks at both the results—the outcome—of group work, and the process whereby the group achieved those results. An *outcome evaluation* focuses on the intended and unintended results from the campaign. It also addresses the quality and impact of those outcomes. A *process evaluation* focuses on the ways in which you designed, developed, carried out, and completed your campaign. It also discusses the effectiveness, efficiency and success of that process.

Informal evaluation, used at the end of meetings, provides a list of successful and unsuccessful occurrences in the meeting. The notetaker lists both these two categories on large flip chart paper at the front of the room.

Whenever the campaign holds a public event such as a press conference or fundraiser, planners should have a similar evaluation session afterwards. This is very valuable information for improving the success of your campaign activities. Such information also motivates campaign workers by giving credit and recognition for work well done, as well as by setting higher standards to shoot for.

Formal evaluation provides a solid groundwork for a large campaign, increases the chances of campaign effectiveness, and establishes data that can be an asset in discussing the campaign with funders and other parts of the community that appreciate more detailed information. A formal evaluation can also be a strong springboard for your next campaign.

Early in the development of the campaign, the Steering Committee needs to decide how it will conduct a formal evaluation of the overall campaign. Several members of the Steering Committee may want to take on primary responsibility for the evaluation.

The Steering Committee can use the following steps to develop and carry out a formal evaluation:

Step 1:

Decide on the outcomes the evaluation should cover. Outcomes may include reports you publish, press conferences you hold, media coverage your campaign receives, changes made in educational programs as a result of the campaign, etc.

Step 2:

Identify process areas which your evaluation should cover. Process areas may include how you designed the campaign, the campaign planning process, how the standing committees were developed and built, etc. Steps 1 and 2 can be done in a Steering Committee meeting or by a person or persons delegated to this task.

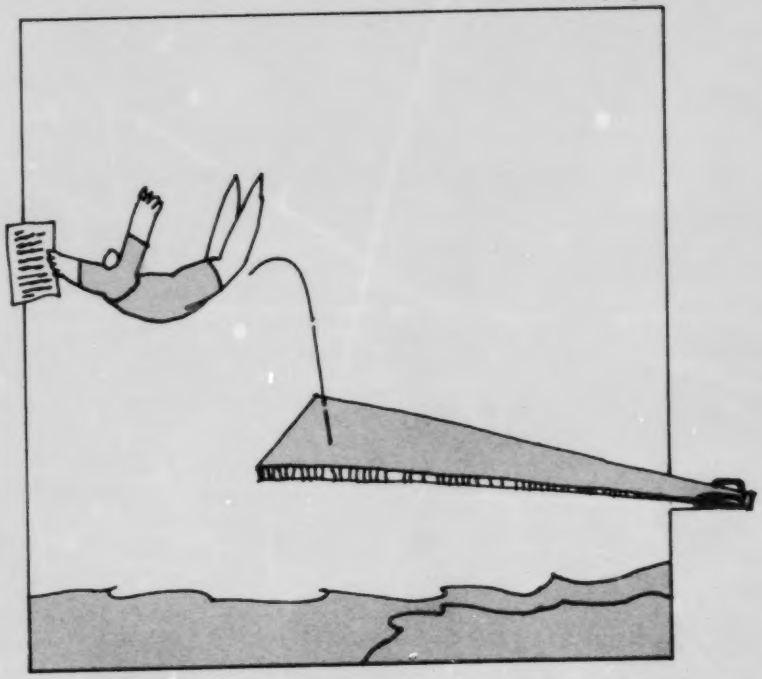
Step 3:

Brainstorm and use modified voting to choose the questions to ask about each outcome. A formal evaluation should cover your major goals. Did you reach them? For example, refer back to the discussion on goals earlier in this chapter. Did you succeed in getting reporters from at least one of the major newspapers and two of the smaller papers at that press conference? Was your press conference carried on at least one of the local television news programs? For areas with no prior goals, ask yourselves questions that quantify what you *did* do. For example, how many letters did you generate about that proposed school budget?

Step 4:

Brainstorm and select, using modified voting, questions about each process which you want to evaluate. Again, refer back to

"A Formal Evaluation Can Be a Springboard for Your Next Campaign"



your original plans. Did you carry them out the way you thought you would? If not, what was different?

Step 5:

Decide how you will gather, analyze and summarize the data. This can be as simple as convening a meeting and discussing the questions together. Some other suggestions for simple data collection are: asking people outside the campaign what they thought of it (for example, reporters, school board members, or the school administration); quantifying your productivity by counting up how many press releases you issued, how many articles appeared, how many reports you mailed out, how many school board meetings you attended, how many members of the campaign came to those meetings, and so on.

Step 6:

Carry out your plans for gathering, summarizing and analyzing the data.

Step 7:

Follow through on your plans to use the evaluation to shape your next actions.

Resources

Building United Judgment: A Handbook For Consensus Decision Making

By Michel Avery, Brian Auvine, Barbara Streibel, and Lonnie Weiss. © 1981, Center for Conflict Resolution, 731 State Street, Madison, WI 53703. $5.00 plus $1.13 for postage and handling.

One of the best guides available anywhere on making decisions in groups—both the issues and the processes.

Tactics and Techniques of Community Practice

Fred M. Cox and Jack Rothman, editors. © 1977, F.E. Peacock Publishers, Inc., Itasca, IL 60143, 441 pages, $14.95.

Discusses the various models of evaluation and explains how to choose the one appropriate for you.

Planning, for a Change

By Duane Dale and Nancy Mitiguy. © 1978, Citizen Involvement Training Project, University of Massachusetts, Room 225, School of Education, Amherst, MA 01003, (413) 545-2038. 88 pages, $6.00.

Contains a brief chapter on evaluation, along with discussions of basic planning steps and techniques.

Resource Manual for a Living Revolution

By Virginia Coover, Ellen Deacon, Charles Esser, and Christopher Moore. © 1977, Movement for a New Society, 4722 Baltimore Avenue, Philadelphia, PA 19143. $7.95 plus $1.00 for postage and handling.

One of the best collections of a variety of techniques for working cooperatively in groups. Excellent information on facilitating meetings.

Troubleshooting Common Group Problems

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Troubleshooting Common Group Problems

This chapter focuses on four common group problems you may experience in your campaign:

- failure to meet commitments;
- internal conflicts;
- fragmentation; and
- burnout.

Hopefully your campaign will not experience any of these problems. However, experience shows that they are common in community-based advocacy campaigns, and forewarned is forearmed. Any of these problems, or combinations of them, present a dual challenge to your campaign: to recognize that there *is* a problem; and to solve or manage the problem so that it does not damage your campaign. It is even possible to manage the problem so that it strengthens your campaign and the affected group.

Failure To Meet Commitments

This is probably the most common problem in groups. Whether the difficulty is with one person, one committee, or the entire campaign, this problem can be minimized by doing two things from the beginning:

- Clearly spell out each person's commitment and specify how much time each task should take.
- Plan the overall campaign as well as the work of committees and task forces. With good planning you can distribute the workload equitably and comfortably among campaign workers.

However, often a group will take on more work than it has person-power to accomplish in the established time frame. This is usually the root of problems in meeting commitments. If your problem is too much work and too little time, then the group can either scale down the work or spread out the time frame, or both. Accomplishing work in a timely fashion is vital to the sense of accomplishment in a group as well as to the effectiveness of the campaign.

A group may have one or several people who, with all the goodwill in the world, just seem unable to fulfill commitments they make to the group. This will show up as the group monitors its progress, or as it informally evaluates what is going well and what can be improved. Sometimes people having difficulties meeting commitments will realize why and correct the situation themselves. Often people are already over-committed

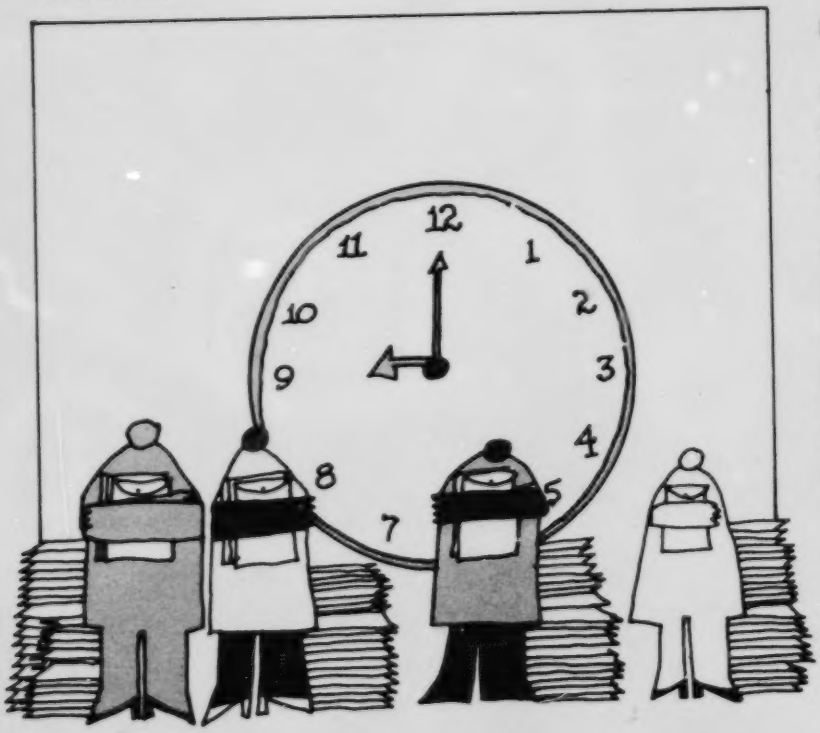
and cannot say no when asked to do something. The group can urge such people to scale down commitments and can give them support for saying no when they are over-committed.

Despite all your best efforts, you may have one or several people who continue to have problems in meeting commitments. The important thing to remember is that you do not want their problems to damage the campaign, but probably you also don't want them to drop out of the campaign. A good strategy is for someone in the group to have a low-key, private discussion with that person (or persons). You can describe the results of their inability to meet commitments and tell them that the group would like to help. One good solution is to team up that person (or persons) with others so they do not have sole responsibility for getting something done on their own.

Internal Conflicts

Conflict is a natural and necessary part of any group effort. It can be a creative force, fostering change and growth. The challenge is to recognize and manage conflicts so they add to rather than absorb the energy of the campaign.

"Too Much Work, Too Little Time"



Disagreements are not conflicts. Disagreements are just differences of opinion with which people feel comfortable and which don't harm the relationship between the people who disagree. A ***conflict*** is a struggle between different positions or orientations which has a hostile aspect that eventually harms the relationship between those in conflict.

Groups have two common responses to conflict which prevent them from really recognizing the conflict and dealing with it: ***avoiding*** and ***smoothing***. Avoiding conflict happens when those who have the conflict try to avoid each other and the conflict; the group also refuses to acknowledge the conflict. Over time this is a poor strategy. Avoiding hampers full discussion of options, which is an important part of making decisions.

Smoothing is also an ineffective strategy for conflict management. When smoothing, everyone in a group tries to emphasize the common areas of agreement or past harmony, rather than facing the current areas of conflict. The conflict is bound to continue cropping up until some kind of real resolution is reached.

Three other conflict management strategies have varying ranges of effectiveness.

Forcing is the first of these. One party to the conflict or the group forces one side to give in to the other side. A frequent result of this strategy is the losing side will leave the group and the campaign.

Compromising is a more desirable conflict management strategy in which the parties in conflict bargain to get what they want. Since it is a compromise, no one gets exactly what he or she wants from the situation: both go away dissatisfied. This can be an effective strategy for a limited, fairly new conflict. However, compromise may be inadequate in the long run if the root conflict is not resolved.

Formal Conflict Resolution. There are many conflict resolution techniques for dealing with major internal conflicts which have been developed by organization and management experts. They all take off from the basic problem-solving process which we have already outlined:

- Define the problem or conflict.
- Analyze the problem or conflict.
- Identify the cause of the problem or conflict.
- Identify and assess possible solutions.
- Select the solution.
- Carry out the solution.
- Monitor and assess the effectiveness of the solution.

There is not enough room in this manual to do justice to these specialized techniques. The *Leadership Handbook* that supplements this manual does spell out a conflict resolution process in more detail. And in addition, we have picked out some of the best books on the topic for community-based organizations. If you are facing a major conflict, we suggest turning to the resource list at the end of this chapter.

However, the bottom line is this: try to deal with problems and conflicts as soon as they come to light, and as thoroughly as possible. This helps prevent larger problems or conflicts. If you follow the manual's advice on sharing decision-making and investing in planning, we think major conflicts will be rare.

Fragmentation

Fragmentation occurs as a result of poor coordination. You can help prevent fragmentation of your campaign by good planning. However, even with good planning you may have difficulty keeping everything coordinated and connected; especially in a large, complex campaign.

This problem is easy to spot by the following warning signals:

- Different parts of a campaign fail to do their part for another part of the campaign.
- Different parts of the campaign carry out activities in actual conflict with each other.
- Campaign workers begin to identify very strongly with their part of the campaign and feel negatively about the campaign as a whole.

The best strategy for dealing with fragmentation is to hold an internal meeting of everyone involved. The meeting would focus on improving coordination and cooperation in the campaign. It would have three goals:

- To give everyone a chance to vent their feelings about how the campaign has become fragmented and why.
- To involve everyone in identifying ways to improve and strengthen coordination.
- To get everyone to commit to making the necessary changes to improve campaign coordination.

To discuss the first goal in a group larger than twelve or so, you may want to break into smaller groups so that everyone has a chance to share their feelings. Have each small group report back to the large group a summary of their group's discussion.

For the second and third goals, you need to stay in the large group and use the following process:

- Identify through brainstorming ways in which coordination can be improved.
- Discuss the feasibility of each of the ways identified.
- Select specific actions through modified voting to strengthen coordination.

"Good Planning Can Help Prevent Fragmentation"

- Summarize the actions you have chosen to take and get firm individual and group commitments to carry out the actions.

The meeting should last no longer than two or three hours. Ideally you would spend 1/2 hour to 3/4 hour on the first goal. The rest of the time you would spend on the other two goals.

Burnout

Burnout is a popular phrase for the feeling in either individuals or in groups that they no longer have the energy for or interest in whatever they are doing. One big reason for burnout is that the campaign is rarely #1 on anyone's list of priorities. Family, a job, or school are nearly always ahead of it. However, by definition a campaign needs a lot of time and energy.

Ideally, if you distribute the work fairly, you have planned well, and you make sure to have fun together, burnout won't be a problem for your campaign.

However, you need to be on the alert for signs of burnout. If your campaign or a group in your campaign experiences a slump in energy, interest or commitment, you can do certain things to rekindle these qualities.

First, you can take it up directly. Talk about feeling burned out and identify what you can do or avoid that would really make you feel and work better. Figure out whether you can modify your plans to incorporate burnout treatments without damaging the campaign. Although stretching out the time frame of the campaign is only one option, it is certainly preferable to succumbing to burnout. Another option is to find ways to work more efficiently.

You can also plan some strictly enjoyable non-campaign activity that would let you get together and enjoy each other's company without the constant pressure of the campaign. This could be as simple as a picnic, a day trip, or a party. We all need rewards for working hard. In a long, intense campaign everyone needs some relief before the campaign is over. Whatever you decide should be fun, lots of fun.

Finally, if your group doesn't seem to respond to parties, plans to cut down, to become more efficient, or to any other suggested activities for building energy, interest and commitment, then some basic problem-solving is in order. It's time to discover exactly what is diminishing your focus in the group. You may want to use the process outlined in the section on conflict resolution. Buried conflicts can be a real cause for flagging energy, interest and commitment.

Resources

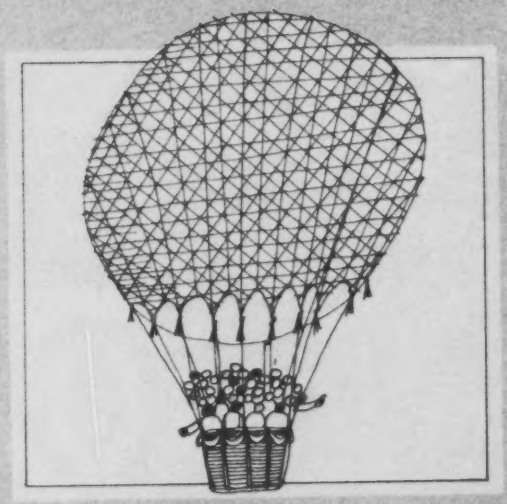
A Manual for Group Facilitators
Center for Conflict Resolution. © 1977, available from the Center for Conflict Resolution, 731 State Street, Madison, WI 53703. $4.50 plus $1.13 for postage and handling.

Outstanding information on conflict resolution in groups and on facilitating group meetings. Especially good problem solving and troubleshooting information.

Making Change: A Guide to Effectiveness in Groups
By Eileen Guthrie, Warren Sam Miller, and William Grimberg. © 1978, Interpersonal Communications Programs, Inc., 300 Clifton Avenue, Minneapolis, MN 55403, (612) 871-7388. 199 pps. $6.95. Trainer's guide, 95 pps. $5.95.

Contains a good basic chapter on the role of conflict, subtitled "Using Tension Creatively." They have published a trainer's manual that goes with the book. With the manual you can design your own training events.

Building Coalitions



Why Coalition-Building Is Important • 127
How To Build a Coalition • 128
How To Use Your Coalition Effectively • 128
How to Maintain Coalitions • 129

Building Coalitions

This chapter focuses on four topics about coalition-building:

- Why coalition-building is important.
- How to build a coalition.
- How to use your coalition effectively.
- How to maintain a coalition.

Basically, a coalition is an alliance between groups for a specific, limited, usually temporary common purpose. In this case, the purpose is to combine strength and power to advance the cause of equal education.

A note about working with other groups: some groups may work closely with your campaign, provide campaign workers, and be deeply committed to your goal. However, they may never join your coalition, for a number of reasons. Their group may not be ready to make a public commitment to the issues you have targeted. They may need approval from their board of directors which will not meet until late in the campaign. They may have a division of opinion within their organization but feel enough interest in the issue to provide energy and help. In any case, if you want to work with a group like this, by all means accept their help even if they are not a formal coalition member. They can be among your staunchest workers.

Why Coalition-Building Is Important

As we said in Chapter 3, "Designing a Campaign," you need to combine an attitude of cooperation with the schools with real community power to achieve your goals. Coalition-building increases the strength and power of each member group. A broad-based coalition says to the community that your campaign has a wide spectrum of support. Also, a coalition need not be comprised of member organizations that agree with each other widely on other issues. The single focus on one issue is key to the effectiveness of a coalition. Finally, a coalition is temporary. Issues you would need to resolve in an on-going group simply do not arise in a well-managed coalition. The coalition has a definite life-span, ending with the achievement of the goal. It may want to continue or reactivate with a later campaign, but need not do so.

A coalition increases the people power and organizational resources for your campaign. Coalition organizations may lend support in the form of people, money, information, or contacts.

Many organizations in your community may have broader purposes and goals than equal education but may have clear organizational interest in the campaign's issues.

Such groups are likely candidates for your coalition. For example, consider groups that are not traditionally part of equity efforts, such as longtime men's service organizations which have begun to enroll women members.

How To Build a Coalition

There are three basic steps in building a coalition: identify coalition groups, define coalition membership, and contact prospective members in a systematic way.

Identify the groups and organizations that are potential members of your coalition.

As you prepared your campaign planning, you identified groups and organizations that are potential supporters. Chapter 4 covers how to use this information and build on it.

Define exactly what coalition membership entails.

Basically this involves two questions. First, what will the coalition members be expected to do or to contribute? Contributions might include: adding their names to the list of coalition members on the letterhead; contributing a certain number of their members to work in specific tasks on the campaign; and contributing money to the campaign. You need to specify exactly what would be expected of a coalition member before you make any contact with prospective members.

The second question is, how will an organization formally relate to the campaign? The campaign structure we described in Chapter 8 of this section offers two ways an organization can relate to the campaign, by membership on the Steering Committee and by representation on the Advisory Board.

Steering Committee membership. Unless you have a very large number of coalition groups, one representative from each coalition organization should sit on the Steering Committee. This way you can have shared leadership among coalition members.

Advisory Board representation. You may have organizations which want to endorse and support the campaign but do not want to be active coalition members. For example, local youth service agencies might serve on an advisory board.

Whatever you decide, remember the coalition is fueling the campaign. If you are going to have coalition members relate to the campaign in different ways, you need to be very clear about why and how.

Contact organizations in a systematic way.

Chapter 4 contains detailed information on how to recruit organizations. This section spells out the role of the Steering Committee. We suggest the Steering Committee use a three-step approach to contacting organizations.

First, a member of the Recruitment Committee or the Steering Committee makes a phone call to the prospective coalition member to find out if their organization is interested in joining the campaign.

Second, given a positive response, the Steering Committee sends a letter inviting the organization to join the coalition, and outlining exactly what is expected of coalition members and how they will relate to the campaign.

Third, meet with the prospective new member. Another option is to invite the new coalition member to send their representative to the next Steering Committee meeting or a special meeting of several organizations. Further, members of the Recruitment Committee can visit with representatives of the prospective coalition member group to discuss ways to work together. In any case, you need at some point to have a formal handshake on joining the coalition, and a letter of acceptance and commitment from the coalition group to the campaign.

How To Use Your Coalition Effectively

The actual role of the coalition will vary from campaign to campaign. You know your community best and can best decide the purposes your coalition will serve.

Probably you will want to have the "presence" of all coalition member organizations in public events such as press confer-

ences, public hearings, school board meetings, and workshops. Decide in exactly what ways the coalition can enhance the campaign's public image and then arrange events accordingly.

If you by-pass building a coalition, you may discover mid-way in your fact-gathering process that you need greater community understanding of your campaign. Coalition organizations, in addition to their other functions, can be vital to spreading the word.

We suggest that you plan to re-evaluate the strength of your coalition around the time you release the results of your research. With concrete facts on hand some new groups and individuals may be interested, or you may decide you need more community support before you present your recommendations.

How To Maintain Coalitions

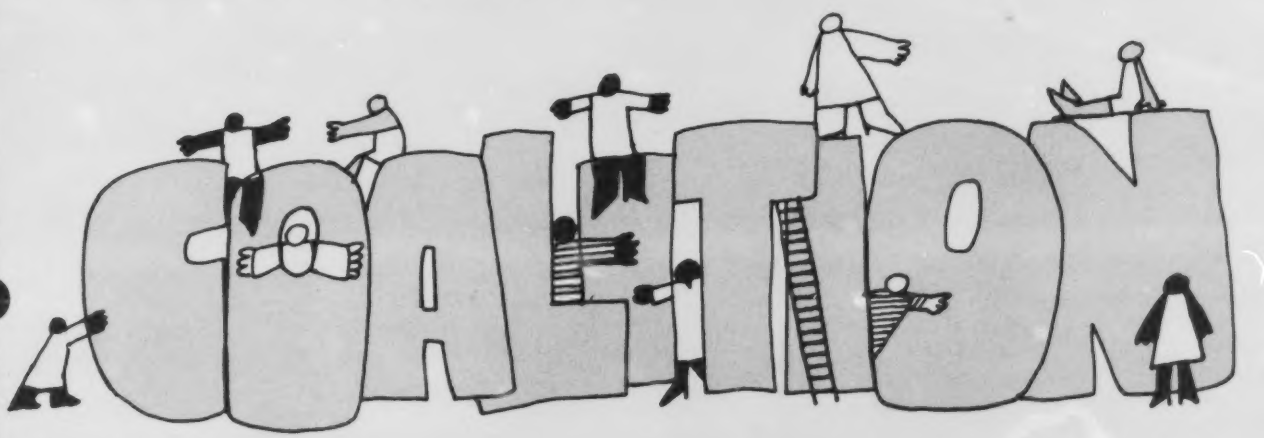
One of the key tasks of the campaign coordinator is to keep all coalition member organizations happy, informed, and involved.

Remember that coalitions are temporary alliances of organizations for a common purpose. They may or may not be long-term relationships. Your campaign—and the coalition organizations—needs to recognize the clear limits of these relationships. It is also important to recognize that different coalition organizations may bring "competing agendas" to the effort. "Competing agendas" can be different approaches that groups find desirable, various emphases groups would like to put on issues, or actual definitions of what is and is not equal education.

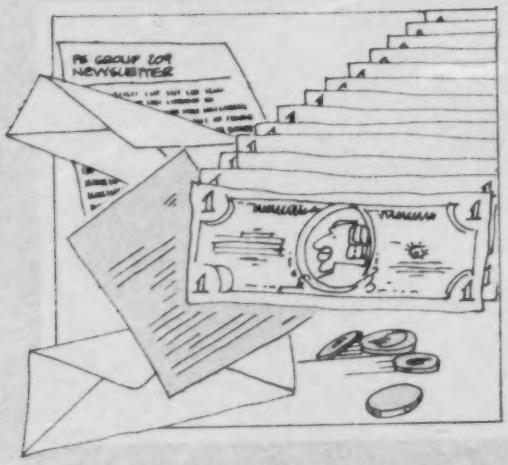
Your most difficult problems in the coalition may be conflicts between coalition member organizations about issues outside the campaign itself. These conflicts can spill over into the organizations' involvement in the campaign.

The coordinator (along with the coalition leaders) needs to keep everyone focused on the campaign and its plans. Acknowledge that member organizations are involved in other things and rightly so, but be clear that those issues and involvements are for their time outside the campaign.

Keep in mind also that groups behave much as individuals do and need many of the same considerations. Coalition work needs to be divided equitably. Also, member organizations need to be involved with maximum participation and have equal access to work in the campaign to feel motivated on behalf of the campaign.



Budgeting and Fundraising



How To Develop A Budget • 132
Step 1: Identify Expected Expenses • 132
Step 2: Itemize and Total Expense Estimates • 133
Step 3: Identify Sources Of Income And Develop A Fundraising Plan • 133
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A Word About Managing the Money Once You've Raised It • 137
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Budgeting and Fundraising

This chapter concentrates on how to develop a budget and a fundraising plan. A budget consists of predictions or "projections" of campaign ***expenses*** as well as campaign ***income***. A budget has been described as "an expression of priorities." A fundraising plan describes ***how*** the income will be generated, ***who*** will raise the funds, and ***when*** the funds will be raised. Fundraising is essentially a selling process—selling your campaign to donors of resources.

Budgets and fundraising plans are useful for even the smallest campaign. You are probably familiar with this scene: an important mailing has to get out when someone suddenly realizes the bank account has only $25.32 in it. If the mailing doesn't get out, then no one will know about the important event, and so no one will come. All dig deep into their pockets. The mailing gets out and no one is ever reimbursed.

This is a campaign management strategy to avoid. It typically results in three dynamics that will hamper the campaign. First, it can lead to resentment, burnout and withdrawal by people who began the campaign with a high level of enthusiasm. Few can afford to finance a campaign out of their own pockets. Second, it can lead to a false sense of ownership of the campaign, particularly if this is the way you raise money repeatedly. The people who contribute on this basis tend to feel more important than others who haven't been part of the emergency. They begin to take less care to involve others in decisionmaking, and gradually the campaign becomes their "baby." Third, the campaign's effectiveness can be diluted. If emergency fundraising doesn't work, the campaign timetable can be delayed, making it less effective.

Planning for expenses by developing a budget and fundraising plan in advance will strengthen the group's effectiveness and bring people closer together. Everyone will understand the costs of the campaign and will be able to make a better decision about what they are personally "buying into" by contributing their time and energy. The campaign will run more smoothly because costs have been anticipated.

Usually people who enjoy figuring precise budget projections do not enjoy the promotional aspects of fundraising. Depending on who volunteers for what, you can structure the work in two basic ways: (1) separate budget development and fundraising committees, or (2) a single planning committee that develops a budget and a fundraising plan, with a separate fundraising

committee that carries out the plan. We are assuming that you follow the first option, and set up a temporary committee to develop the budget and a permanent committee for planning and carrying out the fundraising.

The Budget Development Committee will concentrate on the expense side of the figuring. Once they know the total needed, the Fundraising Committee will figure out whether and how the money can be raised. The two committees will have to work closely together, since they may have to modify both the expense and income sides before coming up with a final budget and fundraising plan.

Sample List of Expected Expenses

Printing	Covers stationery, flyers, newsletters, the report, and other printed materials. Includes design, typesetting, and production costs.
Supplies	Office supplies and supplies for meetings and events, such as posterboard, name tags, flipcharts, coffee and refreshments, etc.
Postage	Mailing costs of press releases, letters, etc.
Speaker's Fees	Fees for guest speakers at events and forums which the campaign sponsors.
Telephone	Long-distance calls only.
Travel	Covers items such as parking, mileage, meals and lodging for out-of-town travel.
Child Care	Covers cost of hiring sitters for symposium and training events run by the campaign.
Miscellaneous	Always a useful budget line; however, it should be a small part of the total budget.

How To Develop A Budget

Most people think of a budget as a list of expenses. This is only half of the story. A budget contains both a list of expected expenses *and* a list of expected income. We are going to outline a process for developing both for your campaign.

The steps in budget development are simple:

- Identify expected expenses: items which might cost money, such as stationery, postage, printing press packets, etc.
- Itemize and total estimated expenses.
- Identify sources of income and develop a fundraising plan.
- Itemize and total estimated income.

Step 1

Identify Expected Expenses

This step is also called "developing an expense sheet." It is extremely important to agree ahead of time on the categories you will use to group expenses, and on the kinds of background notes you will keep in order to document how expenses were calculated. Set up clear categories which everyone involved in budgeting uses, keep thorough notes on how you developed your projected expenses, and you will create a useful budget document. Be careful to remember how you arrived at those estimates on printing costs, and whether the print line also included design costs. If you lose track of your figures, you will probably end up tossing out the budget as unusable, and all the time you put into developing it will be wasted.

Depending on your campaign, here are possible budget categories. We suggest that you decide on your final list and write them down with a short description of the items that they cover, somewhat like a glossary of terms as shown at left.

Decide how to group your expenses. Then collect estimates of the costs for each expense. Don't pull numbers out of the air or your memory. Call local printers, supply stores and so on for accurate estimates. The more concrete your information is, the more useful your budget will be.

Step 2

Itemize and Total Expense Estimates

Budget categories are also called "line items." Draw up a separate page of notes on the costs included in each line item. Show all your calculations. These are the assumptions upon which your budget is based. Be very detailed. You will almost certainly have to adjust the budget mid-way through the campaign. ***If you don't have detailed notes on your assumptions, you won't be able to tell whether your predictions about your costs are high, low, or on target.***

We suggest setting up your assumptions' sheet like the one on page 134. This sample covers a possible printing budget for a campaign. In all likelihood, printing will be your most expensive, complicated budget line.

Again, you should have one sheet or more for each budget line item. Once you have developed a budget, the next step is to devise a plan for raising the funds to cover the expenses. This is the draft fundraising plan.

Step 3

Identify Sources Of Income And Develop A Fundraising Plan

There are three basic sources of funds to consider:

- Foundations and corporations
- In-kind contributions from local businesses
- Events

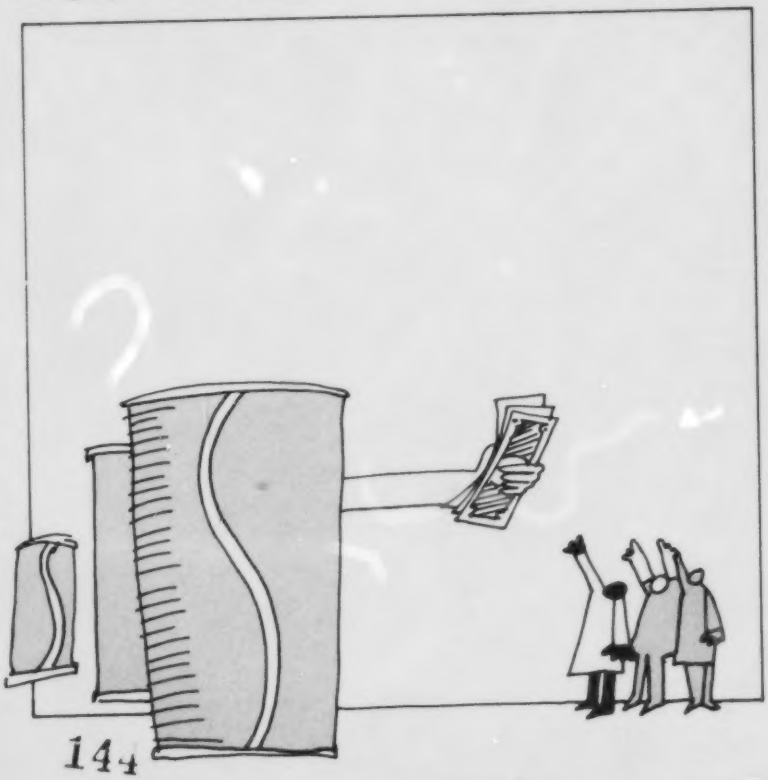
Raising funds from foundations and corporations is attractive because it requires only a small investment on your part for a sizeable return. The drawback with this kind of fundraising is that your group may have a hard time getting started. You may feel you can't do anything until you know whether you got that grant you asked for. This kind of psychology is obviously dangerous. But if you plan for it, you can avoid waiting too long for the check to come in.

In-kind contributions from local businesses can help with some out-of-pocket costs, such as equipment for events and printing. For example, soft drink companies sometimes donate a certain amount of soda for any community activity. In one community a local paper producer donated posterboard to any community group that could carry it away. In-kind contributions will offset some of your costs, but they can't be depended upon to cover all your needs. You will still have to raise some cash.

Events, such as bake sales, wine and cheese receptions, carnivals, and so on have two assets. They raise money which has no strings attached, as some foundation grants may have. They also are ways to build upon the campaign's visibility and recruit new volunteers. One big drawback is that they are "labor-intensive." They require a lot of work on your part, and often they require investing some cash. If the event flops and you don't raise the amount you expected, you can actually lose money.

Once you have a complete list of expected costs, poll the members of your group to collect ideas for raising the funds. Ideally, you will have a longer list than you will need. If not, you need to begin researching possible strategies. You may want to ask the core group or the Steering Committee to give you more guidance at this point.

Several excellent books are available through your local bookstore, library, or



"Soft Drink Companies Sometimes Make Donations For Community Activities"

SAMPLE

Community Campaigns Budget

Assumption Sheet For Printing Expenses

A. Assumptions

1. Report

Assumes one report, 10-pages typeset on white paper, 8½" x 11" stapled, with a colored cover. 100 copies, offset printed. We fold and staple ourselves.

Typeset, $20/page by Art Designs, Inc.

Design by S. Smith, $50.

Print 10-pages front and back at $10.40/page for 100 copies by Fine Print, Inc.

Cover $12 for 100 copies.

Typeset $20/page x 10 pages	$200.00
Design	50.00
Print text @ $10.40/page x 5 pp.	104.00
Cover $12	12.00
	$366.00

2. Press Releases, Press Kits

Assumes 10 press releases, 2 pages each, 10 copies each, xeroxed at Fine Print for 10¢/page

Assumes 1 press kit, 5 pages, 10 copies, xeroxed and collated at Fine Print for 10¢/page

10 press releases x 2 pp. each x 10 copies each x 10¢/page	$ 20.00
1 press kit x 5 pp. x 10 copies x 10¢/page	5.00
	$ 25.00

3. Flyers

Assumes 5 flyers announcing campaign meetings and events. 200 copies each at $7.15 per flyer, offset print by Fine Print

5 flyers x $7.15 each	$ 35.75

4. Stationery

Assumes design is done free by S. Smith. 500 copies on white bond, blue ink with 500 #10 envelopes. $45.50 for stationery, $50.50 for envelopes.

Stationery	$ 45.50
Envelopes	50.50
	$ 96.00

5. Brochure

Assumes one brochure, 8½" x 14" folded accordion-style, two-color ink on colored paper, 500 copies, printed by Fine Print. $25 per 100.

Design by S. Smith, $50.

Typesetting free by Art Designs, Inc.

Printing $25/100 x 5	$125.00
Design	50.00
Typesetting	-0-
	$175.00

B. Summary Calculations

1. Report	$366.00
2. Press Releases, Kits	25.00
3. Flyers	35.75
4. Stationery	96.00
5. Brochure	175.00
	$697.75

rounded to nearest $10 = $700.00

SAMPLE

Community Campaigns Budget

Assumption Sheet For Income

A. Assumptions

Actual Income

1. *Checking account*

Our account currently has a balance of $85 as of September 1982.

2. *Coalition member groups*

The three coalition member groups have pledged to contribute $25 each, for a total of $75.

Expected Income

3. *Community foundation A*

We expect to raise $500 by submitting a proposal to fund the campaign to this foundation.

4. *Corporation A*

We expect a $100 donation from their community relations program.

5. *Corporation B*

We expect a $100 donation from their community relations program.

6. *Coalition member groups*

We expect to set a $25 membership fee for supporting the coalition. We are expecting to recruit three more groups.

7. *In-kind contributions*

Expect Fine Print to donate $200 toward printing costs.

B. Summary Calculations

Actual Income

1. Checking account	$ 75.00
2. Coalition member groups	75.00
	$ 150.00

Expected Income

3. Community foundation A	$ 500.00
4. Corporation A	100.00
5. Corporation B	100.00
6. Coalition Member groups	75.00
7. In-kind contributions	200.00
	$ 975.00
TOTAL	$1,125.00

through mail order materials that contain detailed advice on fundraising techniques. The resource list at the end of this chapter contains some of our favorites. We suggest that you buy a couple of these or borrow them from your library. Whatever you do, do not embark on a fundraising activity you have never tried without seeking advice from someone with experience, whether it's a person or a book. There are lots of pitfalls that have been well-documented by others.

Step 4

Itemize And Total Estimated Income

This step is called "developing an income sheet." Like the expense sheet, it is a projection of what you expect to occur. Again, begin by developing a detailed assumptions sheet. Then draw up a summary sheet. Divide your assumptions sheet into two categories: current sources of income and expected sources of income. After describing the source, state the amount you have received or expect to raise. A sample assumptions sheet for income is on page 135.

Now plug the detailed information concerning income into the summary budget, as follows:

SAMPLE

Community Campaigns Budget

Summary Of Expected Expenses And Income
September, 1982 to June, 1983

Income	
Actual	$ 150.00
Expected	775.00
TOTAL	$1,125.00
Expenses	
Printing	$ 700.00
Postage	100.00
Supplies	100.00
Speaker's Fee	125.00
Child Care	50.00
Miscellaneous	50.00
TOTAL	$1,125.00

You now have developed a draft budget and fundraising plan. The next step is to take your plan to the Steering Committee for review and approval. At this point the Budget Committee may dissolve itself and a new committee may form to carry out the fundraising. A treasurer can be appointed by the Steering Committee to monitor the budget and handle the accounting. The Fundraising Committee needs to decide how to carry out the fundraising plan. It should develop a workplan with deadlines and assignments, just as the other committees do.

A Word About Managing the Money Once You've Raised It

Talk to an accountant and the first words s/he will say are "internal controls." "Internal controls" are simply procedures for dividing up access to the money so that no one can abscond with the funds. Internal controls also help insure that expenses are reviewed periodically so that the Steering Committee does not unknowingly spend itself into insolvency.

Internal controls can be simple or complex. The more money and the more people who have roles in creating expenses, the more complex the internal controls become. We suggest that at the very least you split up the spending authority between the campaign coordinator and the treasurer and that you appoint two people to review income records.

Give the campaign coordinator authority to decide when a check should be written. Give the treasurer authority to write the check. Three people should have authority to sign a check. Typically, the treasurer, president and coordinator are authorized to sign checks. Two of the three signatures should be required on a check. That way two people must be involved in every financial transaction. Once a month, the treasurer should give a short written report to the full Steering Committee on the campaign's finances. This report should cover money raised (income), money spent (expenses) and the balance on hand (the bottom line).

Income should be deposited promptly in the campaign's bank account. Checks should

be endorsed the moment they are received. Cash should never be left lying around in envelopes waiting for a convenient moment to go to the bank. If the treasurer is also the campaign's bookkeeper, and therefore the person who balances the bank account, then the coordinator should review the bank records regularly. These are the most basic, minimum checks and balances. For more detailed information about how to structure financial decision-making authority, including reviews, see the resource list at the end of this chapter.

Resources

The Grantmanship Center

1031 South Grand Avenue, Los Angeles, CA 90015. Toll free number (800) 421-9513. (Not applicable to California, Alaska, and Hawaii. In these states dial (213) 749-4721.)

The organization with the best resources on writing grant applications. If you're planning to raise enough money to hire staff and do it up big, invest in the Grantsmanship Center's basic series of articles. Begin with "Program Planning and Proposal Writing," expanded version, 48 pages of clear, compact advice for $3.25.

Other articles which are useful:

Community Foundations:	$2.00
Exploring Corporate Giving:	$2.00
Researching Foundations I:	$2.00
How Foundations Review Proposals:	$2.00

Should you decide to hire staff, the Grantsmanship Center also has helpful articles on all the management issues that will face you: hiring staff, evaluating your program, keeping proper books, setting up fair office procedures, and so on.

The Successful Volunteer Organization

By Joan Flanagan. © 1981, Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, IL 60601. 376 pp., $8.95 plus $1.50 for postage and handling.

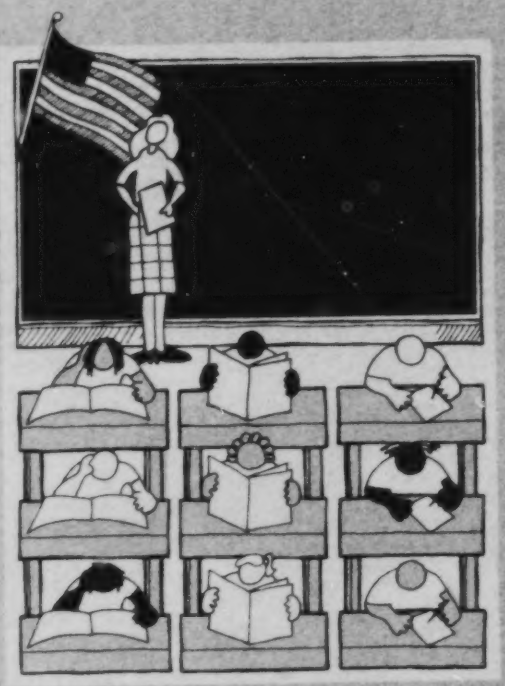
Part III, "Getting Organized," contains a good basic discussion of budgets, financial reports, and audits. See the resource list in Chapter 10 of this manual for more on this excellent book.

The Grass Roots Fundraising Book

By Joan Flanagan. © 1982, Contemporary Books, Inc., 180 North Michigan Ave., Chicago, IL 60601. 361 pp. $8.95 plus $1.50 for postage and handling.

Probably the most useful single volume for community-based advocacy fundraising. Especially rich in advice for giving events on all scales, from bingo and bake sales to carnivals and telethons.

APPENDICES



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Worksheet For Setting Campaign Goals

TASK 1	TASK 2				TASK 3
Problem	Affect Many?	Total Score	Concrete Improvements?	Total Score	Realistic?	Total Score	Overall Score

Worksheet for Community Groups

Group	Credibility	Size	Central	Total Score	Pro/ Con/ Unknown

FORCE FIELD DIAGRAM #1: The Community

Groups in Support	Score/ Strength of Force	Score/ Strength of Force	Groups Impeding
	Problem/Current Condition		

Sample Worksheet for School Leaders and Groups

School Group/Leader	Power on Issue	Accessibility	Total	Pro/Con/Unknown

FORCE FIELD DIAGRAM #2: The Schools

Forces Supporting Change	Score/ Strength of Force	Score/ Strength of Force	Forces Impeding Change
	Problem/Current Condition		

Worksheet for Media Outlets

Media	Description	Reporter	Contact	Have Contact Knows Issues	No Contact Knows Issues	No Contact Does Not Know Issues	Biased

FORCE FIELD DIAGRAM #3: The Media

Forces for Change	Strength of Force	Strength of Force	Forces Impeding Change
		Problem/Current Condition	

FORCE FIELD DIAGRAM #4: Consolidated Community Map

Forces Supporting Change	Strength of Force	Strength of Force	Forces Impeding Change
		Problem/Current Condition	

Strategy for Mobilizing Community Groups and Leaders

Strategy	Does it build a coalition?	Total Score	Does it recruit individual workers?	Total Score

Strategy for Mobilizing School Leaders

Strategy	Does it build cooperation?	Total Score	Does it legitimize the coalition?	Total Score

Draft Workplan for _____ Component

Strategy	Steps in carrying out the strategy	Who is going to do it	When it needs to be done	Costs	When it is actually done

Campaign Calendar

Week 1	Week 2	Week 3	Week 4

Week 5	Week 6	Week 7	Week 8

Week 9	Week 10	Week 11	Week 12

Why Equal Education Now?

In the old days, boys and girls grew up expecting that they would have very different jobs as adults. In the last 20 years, however, there have been major changes in the way most Americans live. The most obvious change has been the enormous rise in the number of women who work outside the home for pay.

- In October, 1981, there were more than 42 million American women employed, amounting to 43% of the nation's total work force.[1]
- 66.5% of all women between the ages of 25 and 54 are employed.[2]
- Between 1970 and 1979, nearly a million additional women joined the labor force every year.[3]

The greatest increase has been in the number of married women who work outside their homes.

- In 1947, 20% of all married women worked outside the home. By 1980, half of all married women living with their husbands were in the labor force.[4]
- In 1981, 56% of married women with children under 18 and 48% of married women with children under 6 were working at paid jobs.[5]
- There were over 60 million families in America in 1981. Only 7 million, 11%, consisted of a mother at home with children and a father the sole breadwinner.[6]
- A typical young woman getting her first job at 18 can expect to work for 34 years of her adult life even if she marrries and has children. If she does not marry, her work life expectancy is now 41 years.[7]
- The work life expectancy of men and women at age 35 is now comparable—for men it is 27.6 years, for single women 28.5 years, and for mothers in the labor force after the birth of their last child, 26.8 years.[8]

At the same time, sweeping changes are taking place in American family life. People live by themselves much more than they used to.

- In 1980, 23% of all American households, 17.8 million people, were single adults living alone.[9]
- The number of people under the age of 35 who live alone has more than tripled in the last 10 years.[10]
- Although the majority of people alone are women (11 million) the number of men alone jumped 92% in the years from 1970 to 180.[11]

The changes that have already taken place affect the way men and women think about each other. If you live alone, you can't afford to assume that some other person in your life will repair the car, fix dinner, figure the income tax. Even within married couple families, when both parents work full time, people have to share domestic chores in new ways. No one person has time to do them all. People who still expect their working partners to look after them in traditional ways are headed for trouble.

For every two marriages in 1980 there was a divorce.[12]

- In the last 20 years, the divorce rate has almost tripled. In 1960, there were 42 divorcees for every 1,000 married women living with their husbands. In 1980, there were 120.[13]

Many more parents find themselves raising their children alone.

- 12 million children, 20% of all the children in America in 1980 lived with only

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This discussion owes much to the writings of Amanda Smith, especially to *New Pioneers: A Program to Expand Sex-Role Expectations in Elementary and Secondary Education*, North Carolina Department of Instruction, 1977. This publication is currently available through the Education Development Center, 22 Chapel Street, Newton, MA 02160.

one parent, some 92% of them with their mothers. The number of families with children under 18 supported only by their mothers rose 81% in the years from 1970 to 1979.[14]

People offer various reasons to explain these changes—inflation, labor-saving devices in the home, smaller family size, longer life expectancy. But no one knows exactly why they have occurred, what they mean, or what we should be doing about them. We only know that the old assumptions about people's lives are no longer true.

Today, the income women earn is crucial to the well-being of their families.

- In 1979 nearly two-thirds of the women who worked were single, widowed, divorced, separated, or married to husbands earning less than $10,000 a year.[15]

Even among two-earner families, the wife's dollar contribution often spells the difference between economic comfort and hardship.

- In 1978, the average employed wife contributed 40% of her family's income if she worked full-time year-round.[16]
- In 1980, the median income of families in which both husband and wife worked was $27,745, more than 35% higher than the median for married-couple families in which the husband was the sole wage earner ($20,472).[17]

School Is Lagging Behind The Real World

Too many schools are still giving children outdated ideas about adult life. Cooking and homemaking skills are still taught almost entirely to girls, as if men will not have to look after themselves. Auto mechanics and electronics are still almost all-boys' classes, as if modern women did not drive cars and run machines.

- In 1977-78, seven out of eight vocational education programs nationwide were markedly segregated by sex. Girls were more than 75% of the students in consumer and homemaking courses, occupational home economics, health and office occupations. Boys were more than 75% of the students in agriculture, technical, trade and industrial programs.[18]
- 35% of the young women enrolled in "vocational education" courses were taking classes like consumer home economics, which do not prepare students for paid employment.[19]

In our increasingly technological world, girls are being left farther and farther behind because they are not encouraged to study math and science.

- Among college-bound high school graduates in 1979, 30% of the boys, but only 16% of the girls had completed three years of physical science courses.[20]
- 65% of the boys, but only 45% of the girls had enough math to enroll in college calculus, the gateway to a large number of careers in science and technology.[21]

Math scores on the Scholastic Aptitude Tests (SATs), which are taken by about two-thirds of America's college-bound high school seniors have declined for all students in recent years, but the gap between boys' and girls' scores appears to be increasing.

- In 1971 the average SAT math score for boys was 41 points higher than the average score for girls. In 1979, the gap had widened to 50 points. For students in the top tenth of their high school classes, there was a 67 point gap between boys' and girls' math scores.[22]

Career counseling for girls still tracks them into traditional fields.

- Among the 433,857 women who received bachelor's degrees in 1977-78,
  - 23% majored in education
  - 11% majored in nursing and the health professions (excluding medicine and dentistry)
  - 12% majored in arts and letters
  - 1% majored in the physical sciences
  - 1% majored in mathematics
  - 1% majored in engineering.[23]

For the majority of today's young women, who do not go on to college, the threat of becoming "technopeasants" in the computer age is even more serious.

- In 1978, more than one-third of all the young women enrolled in vocational education were trained only for nongainful home economics. Another 35% were enrolled in one program area—

office occupations—which had a median income of $9,868 in 1979.[24]

- Nearly 30% of female students in traditionally male vocational programs reported being discouraged by teachers, counselors, parents or peers from entering those fields.[25]
- Only 1.2% of the young women in vocational education courses in 1978 were taking technical programs.[26]

The choices made in high school have a long-range impact on earnings.

- In 1980, the average weekly salary of:

a nurse's aide	was	$155.00
a sales clerk	was	$140.00
a typist	was	$189.00
a plumber or pipefitter	was	$347.20
a carpenter	was	$485.00
a welder	was	$420.00
a computer specialist	was	$413.32[27]

Women In Education Are Left Behind

Students learn from example as well as instruction. In school they see all around them the same traditional separation of men and women in different jobs.

- In 1978, 66% of all public school teachers were women. Of all school principals 86% were men.[28]
- In 1979 the median income of female elementary and secondary teachers was $13,107. For male school teachers the median was $16,905.[29]

Girls see few examples of women in positions of authority.

- Only 13% of public school administrators are women.[30]
- Less than 1% of school district superintendents are women.[31]

Even for women with Ph.D. degrees, discrimination in educational employment is a fact of life.

- The total faculty in all institutions of higher education in 1979 was 74% male, 26% female. Figures for 1981, however, show that only 50% of women faculty members had tenure, compared to 70% of men faculty. Women were only 10% of all full professors.[32]
- Women earn considerably less than men with the same academic credentials.

Among Ph.D.s employed full-time in an academic setting in 1979, average annual salaries were

	In Science and Engineering	*In the Humanities*
Men	$26,900	$24,100
Women	$22,200	$20,200[33]

If we teach our children by subject and by example that reality works one way and they discover that it is very different, we are not helping them to grow up. We are giving them misinformation about what their world will be like.

Women Suffer Economically: In The Work Place

Schools are not the only places that do not recognize the changing roles of women, of course. Employers have old stereotypes in their heads too. Too many of them still see women as short-term, low-level employees, who will not be with the company long enough to merit advanced training or promotion. They continue to discriminate against women in wages, in access to jobs and advancement until the law obliges them to stop.

The table on the next page shows how many full-time, year-round workers there are in several major occupations, and what percentage of those workers are women. It also shows the median income for men and women in each category. The median is the number which divides a group in half. In our median income figures, for example, 50% of women clerical workers earn more than the median ($9,855) and 50% earn less. 50% of men clerical workers earn more than their median ($16,503) and 50% earn less. The last column compares women's wages in those fields to men's.

Even in occupations like clerical work and teaching in which women are the majority, salaries for men far exceed those for women.

A woman with a college degree earns less than a man with an 8th grade education.

- In 1979, among full-time, year-round workers, women with four years of college earned a median income of $12,899. Men who had no more than an 8th grade education and worked full-time, year-round, had a median income of $14,010.[35]

No matter what people's race or ethnic origin, women always earn substantially less than men.

If we compare year-round, full-time workers in 1979 by race:

- Black men earned 73% of what white men earned, Hispanic men 72%.
- Black women earned 92% of what white women earned, Hispanic women, 82%.

But if we compare the same workers by sex:

- White women earned 59% of what white men earned,
- Black women earned 75% of what Black men earned,
- Hispanic women earned 67% of what Hispanic men earned.[36]

Recently, a national survey asked 150,000 working women about their jobs.

- 47% of the professionals and 55% of other working women reported that their jobs did not pay enough. 40% said there was no opportunity for them to continue their education, and another 36% had no chance to train for a better job.[37]

Occupation of Longest Job in 1979
By Income and Sex[34]

Occupation	# of worker (in millions)	% of workers who are women	women's median income	men's median income	women's income as a % of men's income
Clerical	11.1	76%	$ 9,855	$16,503	60¢/$1.00
Professional/ Tech., Salary	10.7	38%	13,743	20,979	66¢/$1.00
Health (excl. MDs, DDS, etc.)	1.4	83%	13,818	15,161	91¢/$1.00
MDs, DDS, etc.	.4	14%	too few to tally	44,393	———
Teachers*	2.4	56%	13,431	18,158	74¢/$1.00
Service	5.6	49%	7,319	11,925	61¢/$1.00
Operators (excl. transport)	7.0	35%	8,528	14,738	58¢/$1.00
Sales	3.4	27%	8,880	17,084	52¢/$1.00
Managers	7.9	24%	12,119	22,978	53¢/$1.00
Blue Collar	21.9	15%	8,861	15,746	56¢/$1.00

* Includes all teachers from elementary through university faculty.
Note: Women comprise 43% of the nation's *total* workforce, including part-time and seasonal employees.

Women Suffer Economically: At Home

If women stay at home, they too often discover when they are most vulnerable—when there are sudden medical bills, when their husband loses his job or dies, when the marriage dissolves—that they must provide for their families somehow, simply survive.

Already carrying a full workload, they flock back to school in record numbers to learn how to take care of themselves.

- Women between the ages of 30 to 34 were the student group whose enrollment increased the most of all students in the years form 1972 to 1978.[38]
- In those years, the number of women 25 years and older attending college more than doubled while the enrollment of men the same age only rose 20%.[39]
- In vocational programs, the enrollment of women increased almost twice as fast (up 60%) as men's (up 32%).[40]

The Feminization of Poverty

"There is no single job in America more economically perilous today than that of full-time motherhood."
—Ellen Goodmen

Public programs designed to help people in need also discriminate against today's women because they were designed with yesterday's families in mind. Assuming that a man's job helps his whole family out of poverty, federal training programs still favor men in enrollment and placement. In programs especially aimed at the disadvantaged, girls are still tracked into poorly paid sex-segregated jobs.

- In the Youth Employment and Training Program (YETP) 55% of the jobs available to students in 1978 employed only males or only females. Almost half the girls in the program were in clerical jobs.[41]
- Boys outnumbered girls 3 to 1 in the Youth Community Conservation and Improvement Projects funded under the Comprehensive Employment and Training (CETA).[42]
- In 1978, 45% of the adult women enrolled in CETA programs who wanted work in non-traditional jobs were nevertheless placed in training for traditional jobs.[43]

Older married women who have worked are short-changed by the social security system. They may receive benefits either on their own earnings or as dependents on their husbands' earnings, whichever is higher, but not on both. Widows who never worked are entitled to two-thirds of their husbands' benefits. Widows in two-earner families may end up with only their own half of the total family benefits coming in while their husbands were alive.

Because they have been both workers and homemakers, these women lose either way. If they collect in their own right, they lose the protection the system provides for retired homemakers. If they collect as dependents, all their own contributions to the system brought them no benefit.[44]

Older Women and Poverty

There is no pension system which adequately meets the needs of older women. Other systems besides social security generally apply to employees who belong to unions or work in large companies. Benefits depend on years of service on the job. Women who take time out to raise a family, or work part-time, usually remain unprotected.

- In 1976 only 18% of all women over 65 received pension benefits of any kind beyond social security.[45]

Women generally live longer than men and also marry men older than themselves. As a result, most married women are widows for a long time.

- Seven out of every ten women who live to 65 are or will be widows. The average period of widowhood is 18 years.[46]

Many older women discover only after their husbands die that widowhood has left them not only lonely, but poor. There is a striking difference in the economic well-being of older women depending on whether or not their husbands are alive.

- In 1979, only 8% of the 5.3 million married older women lived in poverty.

Among the 7 million widows over 65, 24% lived in poverty.[47]

- In 1979, the official poverty level for a single person over 65 was $3,472. In that year, the median income for all women over 65 was $3,755. The median figure of course means that 50% of the women had incomes below $3,755. Among minority women over 65, the median income was $2,671 for Black women, $2,655 for Hispanic women.[48]

Even for women who have lived in traditional families, then, the accumulated weight of discrimination in education, employment and social benefits can create serious hardship. For women who live in other kinds of families, the problems multiply.

Women with Children in Poverty

Many women who are raising their children alone live in poverty.

- In 1979, married men, as sole family wage earners had a median income of $17,750. Women as sole family wage earners had a median income of $9,930. Only 6% of male-headed households lived below the poverty line. In families supported by women, 35% did so.[49]
- A 1975 questionnaire revealed that three-quarters of families headed by women receive no child support. More than 60% of those who get any, receive less than $1,500 a year.[50]
- In 1979, 49% of the children in families supported by women live in poverty, compared to 16% in families overall.[51]

For women who are vulnerable to discrimination of more than one kind—minority women who are raising their children alone, for example, or handicapped women—the combined effects can be disastrous.

- The number of Hispanic women supporting their children alone increased 92% from 1970 to 1979. The number of Black women supporting their children increased 85%. The size of these families is small on average, 1.72 children in the Hispanic families, 1.85 children in the Black families.[52]
- 4.5 million Black children, 50% of *all* Black children live in families maintained only by their mothers. Of these, nearly 3 million are growing up in poverty.[53]
- Among Hispanic children, 19%, 1 million children, live with their mothers alone. 62% of them are also in poverty.[54]
- In 1979, the poverty level for a non-farm family of 4 was $7,412. That year, the median income for householders who were Black women was $6,906, for Hispanic women householders it was $6,639.[55]

From a nationwide survey in 1970, the Census Bureau determined that 72% of the 5.3 million handicapped women in the nation lived at or near the poverty line.[56]

- 83% of them had incomes below $3,000.
- Among employable handicapped people, 84% of the men, but only 49% of the women had jobs.

Men Suffer Emotionally

The same assumptions that keep women poor give men different problems. The trouble with growing up male in America shows up not in the income figures but in the mortality statistics.

Starting as children, boys are encouraged to compete. They are taught to work hard at winning, be a leader, get ahead. They spend much of their time showing off to one another, proving their courage and jockeying for leadership. For the approval of their friends, they take unnecessary risks. All too often, their daring leads to tragedy.

- In 1978, more than 26,000 young Americans between the ages of 15 and 24 died in auto and other accidents. Accidents involving motor vehicles are the leading cause of death for people aged 15 to 24.[57]
- Another 5,433 young people died the victims of homicide.

In each case, the death rate for young men has been three to four times as high as it is for young women.[58] The federal report documenting these numbers notes:

"Accidents, homicides and suicides account for about three-fourths of all deaths in the 15 to 24 age group. Responsibility has been attributed to behavior patterns characterized by judgmental errors, aggressiveness, and, in some cases, ambivalence about wanting to live or die."[59]

- In the last 30 years, the death rate (the number of deaths per 100,000 people) has gone down for every category and age group except one. The rate for young white men ages 15 to 24 has climbed 14% since 1950. In the same time span, the death rate for young minority men, while still significantly higher, has gone down 27%.[60]

Boys are taught to keep their feelings hidden. "Grown men never cry," they learn.

- Among school children considered emotionally disturbed, boys outnumber girls more than three to one.[61]

Because they are taught to see "the strong silent type" as a hero, men learn few skills to deal with hurt or anger. Ashamed of their feelings, they may give way under stress and do violence to themselves or to others.

- The suicide and the homicide rates for adult males are about three times higher than the rates for women.[62]
- 90% of the people arrested for violent crimes and 87% of people arrested for murder are men.[63]
- 45% of all people arrested for murder and 57% of those arrested for violent crimes are under the age of 25. Homicide is the leading cause of death among young Black people.[64]
- 51% of all murderers arrested in 1980 were related to or acquainted with the people they killed. 45% of all murders stemmed from arguments. 77% of all the murder victims were male.[65]

The American way of settling disputes is not common in other developed countries. In 1974, in the United States, the homicide rate was 10.2 per 100,000 people. In Japan it was 1.3, in Sweden 1.1, in Great Britain 1.0, and in France 0.9.[66]

Other men opt out of reality by way of alcohol.

- During 1979, there were four times as many men as women among the million people treated for alcoholism in federal and state programs.[67]

In public life, men often use money as a way to compete with each other, because it ranks people "objectively." "If you're so smart why aren't you rich," they say.

In a world where money counts for so much, minority men have suffered from a double bind. They are often labelled "inadequate," or "lazy" or "shiftless," because discrimination has kept them from steady employment or advancement in their jobs.

The competitive lifestyle hurts even the men who are successful. Many are driven to earn ever more money, acquire more power beyond anything they can enjoy. Along the way they become workaholics, prime candidates for premature death from stress-related diseases.

- More than twice as many men as women die of heart disease, the nation's number one killer.[68]
- The life expectancy for women of all races is more than seven years longer than that for men.[69]

Among children born in 1980, the life expectancy for

- white females was 78.1 years
- all other females was 74.0 years
- white males was 70.5 years
- all other males was 65.3 years[70]

We Need To Change What We Teach Our Children

Concerned parents across the country are beginning to push their schools to do a better job of preparing students for adulthood. They want their children, boys as well as girls, to learn practical life skills that will help them build strong families. In a time of rapid change and economic uncertainty, they want young women to have broader career choices with better prospects for earning a living whether they are inside or outside a traditional family.

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Black males	13,080	Black females	9,795
Hispanic males	12,969	Hispanic females	8,741

Figures are not tallied separately for people of other ethnic origin.

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[61] U.S. General Accounting Office, Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives of the United States, *Disparities Still Exist in Who Gets Special Education*, U.S. Government Printing Office, Washington, D.C., September 30, 1981, Table 4, p. 64.

[62] U.S. Department of Health and Human Services, National Center for Health Statistics, DHHS Pub. No. (PHS) 80-1120, vol. 29, #6, supplement (2), Table C, p. 6.

[63] U.S. Department of Justice, Federal Bureau of Investigation Uniform Crime Reports, *Crime in the United States, 1980*, U.S. Government Printing Office, Washington, D.C., 1980, pp. 190, 203.

[64] U.S. Department of Justice, Federal Bureau of Investigation Uniform Crime Reports, pp. 13, 189; U.S. Department of Health and Human Services, Office of Human Development Services, DHHS Pub. No. (OHDS) 80-30274, pp. 84-85.

[65] U.S. Department of Justice, Federal Bureau of Investigation Uniform Crime Reports, pp. 8, 11.

[66] U.S. Department of Health and Human Services, Office of Human Development Services, DHHS Pub. No. (OHDS) 80-30274, p.. 86.

[67] U.S. Department of Health and Human Services, Naitonal Institutes on Alcohol Abuse and Alcoholism, DHHS Pub. No. (ADM) 81-1115, *First Statistical Compendium on Alcohol and Health*, U.S. Government Printing Office, 1981, p. 138.

[68] U.S. Department of Health and Human Services, National Center for Health Statistics, DHHS Pub. No. (PHS) 80-1120, vol. 29, #6, p. 6.

[69] U.S. Department of Health and Human Services, National Center for Health Statistics, DHHS Pub. No. (PHS) 81-1120, vol. 29, #13, p. 3.

[70] Ibid.

National Silver Snail Award

PEER's Analysis of the Status of Females in Public Education

On February 24, 1982 PEER reported state and national progress on sex bias in public education. Based on the best national survey data available, PEER ranked the states on the percentage of women in three key areas: high school athletics, principalships, and traditionally male vocational programs.

The following is an explanation of the data sources and the type of analysis used.

I. Athletics

The data source was the annual National Federation of State High School Associations' sports participation survey. The Federation is the only national body to collect participation data by sex by state. Since the Federation reports the data for each state by sport, rather than as a total for each state, PEER totalled the data for all sports in each state and reported the percent of high school athletic participants who are female in each state. We did this analysis for fall 1978 through fall 1980.

II. Principals

The data source was the annual fall survey for the school years 1977-78, 1979-80, and 1980-81 conducted by the National Center for Education Statistics. NCES did not report administrator data by sex for 1978-79.

Our "Principals" category combines data on both principals and assistant principals. In the NCES report, nine states in 1977, and eight states in 1979 and 1980 did not report these statistics by sex. PEER was able to obtain data directly from some of these states, leaving seven states in 1977 and 1979, and six states in 1980 unreported.

III. Vocational Education

The data source was the U.S. Department of Education's Vocational Education Data System. The most recent data available from them was for fall 1978.

PEER's report covers the percentage of females in traditionally male vocational categories. Arriving at this statistic involved refining VEDs data in the following manner:

1. PEER looked at male/female enrollments in the three major vocational education categories in which males have dominated: agriculture, technical, and trades and industry.
2. We removed from the count male/female enrollments in any programs within those three categories which have not been traditionally dominated by males, operationally defined as those which had enrollments of 25 percent or more females in 1972. Thus, a program such as "cosmetology" under trades and industry was removed from the count since it is not traditionally male dominated.

The trades removed were the following:

Category	Program
Agriculture	Horticulture
Technical	Scientific Data Technology
Trades and Industry	Commercial Art
	Commercial Photography
	Cosmetology
	Other Personal Services
	Quantity Foods
	Textiles
	Upholstering

This analysis is similar to the one PEER conducted in September 1979 (the Back-to-School Line-Up) using 1977 data from the Bureau of Occupational and Adult Education (in the old Office of Education). Since the data collection sources are different, it is not valid to compare female enrollment data from our 1979 study to percentages contained in this study.

CHART 1

How the States Rank, by Female Participation in Three Categories*

Athletics			Principals**			Vocational Education***		
Percent of High School Interscholastic Athletes Who Are Female—1980-81			Percent of Principals and Assistant Principals Who Are Female—1980-81			Percent of Students in Traditionally Male Vocational Courses Who Are Female—1978-79		
Rank	State	Percent	Rank	State	Percent	Rank	State	Percent
1	Iowa	50.59	1	D.C.	58.31	1	California	23.41
2	Maine	44.23	2	Maryland	32.01	2	Maryland	20.85
3	New Hampshire	43.68	3	Florida	31.08	3	Washington	20.80
4	Kansas	42.02	4	Virginia	25.12	4	Minnesota	17.65
5	Vermont	41.31	5	California	24.53	5	Massachusetts	17.22
6	New Mexico	41.24	6	Hawaii	23.43	6	Arizona	16.59
7	Texas	40.26	7	Vermont	22.51	7	Iowa	15.52
8	Minnesota	39.01	8	W. Virginia	21.30	8	Alaska	15.37
9	Alaska	38.94	9	Louisiana	20.04	9	Hawaii	15.10
10	S.Dakota	38.68	10	S. Carolina	19.58	10	S.Carolina	14.92
11	Illinois	38.48	11	Texas	19.52	11	Wyoming	14.63
12	D.C.	38.16	12	Alaska	19.16	12	Oregon	14.14
13	Wyoming	38.01	13	Arkansas	18.15	13	Oklahoma	13.71
14	Colorado	38.00	14	New York	17.44	14	Georgia	13.39
15	New York	37.76	15	Mississippi	17.00	15	Tennessee	13.28
16	Nebraska	37.62	16	Nebraska	16.47	16	Florida	13.27
17	Washington	36.76	17	New Mexico	16.36	17	Kansas	13.21
18	Maryland	36.73	18	Arizona	16.35	18	New York	13.07
19	Massachusetts	36.52	19	Maine	16.07	19	Connecticut	13.03
20	Oklahoma	36.38	20	New Jersey	15.88	20	Michigan	12.97
21	Michigan	35.90	21	Delaware	15.82	21	N. Carolina	12.96
22	Wisconsin	35.75	22	N. Carolina	15.49	22	Delaware	12.91
23	Missouri	35.72	23	Michigan	15.48	23	Rhode Island	12.82
24	Louisiana	35.66	24	Colorado	15.41	24	Texas	11.80
25	Connecticut	35.57	25	Ohio	14.78	25	W. Virginia	10.98
26	N. Dakota	35.43	26	Missouri	14.73	26	Utah	10.71
27	Pennsylvania	34.90	27	Rhode Island	13.99	27	Illinois	10.55
28	Arkansas	34.71	28	S. Dakota	13.95	28	Nevada	10.14
29	Idaho	34.54	29	Washington	13.80	29	Colorado	9.96
30	Delaware	34.28	30	Oregon	13.55	30	Missouri	9.822
31	Tennessee	33.94	31	New Hampshire	13.29	31	Virginia	9.819
32	Indiana	33.46	32	Oklahoma	13.26	32	Louisiana	9.70
33	Ohio	33.45	33	Montana	12.12	33	New Mexico	9.63
34	California	33.39	34	Idaho	12.06	34	Ohio	9.59
35	New Jersey	32.81	35	Connecticut	11.85	35	Arkansas	9.21
36	Hawaii	32.59	36	Wyoming	11.82	36	D.C.	8.87
37	Kentucky	32.48	37	Indiana	11.53	37	Wisconsin	8.48
38	Oregon	32.03	38	Wisconsin	11.04	38	Mississippi	8.11
39	Montana	31.58	39	Kentucky	10.56	39	New Hampshire	8.05
40	Florida	31.15	40	Illinois	10.28****	40	New Jersey	7.98
41	Nevada	30.94	41	Pennsylvania	8.57	41	Nebraska	7.97
42	Arizona	30.81	42	Minnesota	8.44	42	N. Dakota	7.90
43	Rhode Island	30.78	43	N. Dakota	7.53	43	Idaho	7.68
44	Virginia	30.34	44	Iowa	7.33	44	Pennsylvania	7.23
45	Utah	28.12	45	Utah	6.07	45	Vermont	6.54
46	N. Carolina	28.00				46	Alabama	6.23
47	Georgia	25.91				47	S. Dakota	6.13
48	S. Carolina	25.76				48	Indiana	5.95
49	Alabama	24.49				49	Maine	5.66
50	W. Virginia	23.45				50	Kentucky	5.47
51	Mississippi	22.93						
National Average 35.72			National Average 17.56			National Average 13.90		

Footnotes and Sources for Chart 1 appear on page 164.

CHART 2

Percentage of Principals and Assistant Principals Who Are Female*

	Fall 1977		Fall 1979		Fall 1980	
	Percent	Rank	Percent	Rank	Percent	Rank
Alabama	**	**	**	**	**	**
Alaska	12.10	26	16.14	15	19.16	12
Arizona	11.11	27	16.03	16	16.35	18
Arkansas	16.83	9	17.38	12	18.15	13
California	18.70	8	22.15	6	24.53	5
Colorado	12.65	23	13.51	28	15.41	24
Connecticut	13.80	20	11.47	33	11.85	35
Delaware	15.03	13	15.72	18	15.83	21
DC	52.51	1	52.86	1	58.31	1
Florida	23.92	3	30.24	3	31.08	3
Georgia	**	**	**	**	**	**
Hawaii	23.25	5	25.43	4	23.43	6
Idaho	9.28	32	11.90	30	12.06	34
Illinois	8.99	35	17.97	10	10.28***	40
Indiana	7.19	40	11.36	34	11.53	37
Iowa	6.00	42	7.01	42	7.33	44
Kansas	**	**	**	**	**	**
Kentucky	9.17	33	9.11	36	10.56	39
Louisiana	14.70	14	17.96	11	20.04	9
Maine	14.31	16	14.92	20	16.07	19
Maryland	30.79	2	30.97	2	32.01	2
Massachusetts	**	**	**	**	**	**
Michigan	**	**	**	**	15.48	23
Minnesota	6.85	41	7.70	40	8.44	42
Mississippi	15.08	12	16.23	14	17.00	15
Missouri	12.25	25	14.07	25	14.73	26
Montana	7.45	39	8.68	38	12.12	33
Nebraska	16.01	11	15.89	17	16.47	16
Nevada	**	**	**	**	**	**
New Hampshire	9.15	34	11.95	29	13.29	31
New Jersey	14.11	17	15.22	19	15.88	20
New Mexico	12.61	24	13.94	26	16.36	17
New York	16.54	10	17.21	13	17.44	14
N. Carolina	12.75	22	14.44	23	15.49	22
N. Dakota	5.97	43	7.51	41	7.53	43
Ohio	12.89	21	14.62	22	14.78	25
Oklahoma	10.94	29	11.79	32	13.26	32
Oregon	9.76	30	**	**	13.55	30
Pennsylvania	8.74	36	8.39	39	8.57	41
Rhode Island	14.54	15	14.70	21	13.99	27
S. Carolina	13.88	19	13.87	27	19.58	10
S. Dakota	10.95	28	14.12	24	13.95	28
Tennessee	**	**	**	**	**	**
Texas	14.02	18	18.11	9	19.52	11
Utah	3.18	44	5.41	43	6.07	45
Vermont	18.88	7	22.12	7	22.51	7
Virginia	23.35	4	23.42	5	25.12	4
Washington	7.50	38	11.89	31	13.80	29
W. Virginia	21.30	6	22.06	8	21.30	8
Wisconsin	9.71	31	9.98	35	11.04	38
Wyoming	7.58	37	8.87	37	11.82	36
National Average	14.42		16.92		17.56	

* *The National Center for Education Statistics did not report information on school administrators by sex for fall 1978.*

** *Did not report data on principals and assistant principals by sex.*

*** *Does not include Chicago.*

SOURCE: National Center for Education Statistics, Washington, D.C. ***Statistics of Public Elementary and Secondary Day Schools, 1977-78 School Year (Final), Statistics of Public Elementary and Secondary School Systems, Fall 1979*** *and unpublished data for fall 1980.*

CHART 3

Athletics: Percent of High School Interscholastic Athletes Who Are Female

	Fall 1977		Fall 1978		Fall 1979		Fall 1980	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
Alabama	14.88	51	24.61	51	24.61	49	24.49	49
Alaska	38.27	10	37.88	11	40.49	5	38.94	9
Arizona	29.15	38	30.051	37	30.91	36	30.81	42
Arkansas	25.24	47	35.08	20	35.08	24	34.71	28
California	25.86	45	30.88	34	30.69	38	33.39	34
Colorado	38.00	11	37.49	13	37.92	13	38.00	14
Connecticut	33.89	22	34.03	23	35.57	19	35.57	25
Delaware	31.81	31	31.65	33	33.65	29	34.28	30
DC	41.37	5	38.16	9	38.16	12	38.16	12
Florida	32.38	29	25.40	50	25.40	48	31.15	40
Georgia	31.59	33	32.47	29	25.91	47	25.91	47
Hawaii	30.27	35	32.45	30	30.68	39	32.59	36
Idaho	33.69	23	30.05	38	34.45	26	34.54	29
Illinois	32.68	25	33.48	26	36.91	15	38.48	11
Indiana	32.10	30	31.83	32	32.74	33	33.46	32
Iowa	48.84	1	48.80	1	50.09	1	50.59	1
Kansas	43.78	2	42.46	3	42.22	3	42.02	4
Kentucky	33.94	21	29.98	39	29.98	41	32.48	37
Louisiana	23.57	49	30.68	35	33.63	30	35.66	24
Maine	42.23	4	43.63	2	43.40	2	44.23	2
Maryland	34.21	19	33.61	25	33.67	28	36.73	18
Massachusetts	34.14	20	34.73	22	35.96	18	36.52	19
Michigan	31.60	32	32.72	28	36.00	17	35.90	21
Minnesota	37.05	14	37.46	14	38.53	10	39.01	8
Mississippi	26.65	43	26.67	48	26.67	46	22.93	51
Missouri	32.65	26	35.50	19	34.82	25	35.72	23
Montana	39.52	9	40.20	6	39.68	7	31.58	39
Nebraska	37.06	13	37.66	12	37.84	14	37.62	16
Nevada	27.15	41	29.13	40	27.26	45	30.94	41
New Hampshire	37.73	12	38.64	8	38.81	9	43.68	3
New Jersey	26.00	44	28.23	44	30.77	37	32.81	35
New Mexico	41.19	6	39.90	7	35.13	23	41.24	6
New York	36.59	15	34.74	21	34.34	27	37.76	15
N. Carolina	26.78	42	27.30	45	27.48	44	28.00	46
N. Dakota	34.53	18	30.23	36	35.27	22	35.43	26
Ohio	29.38	36	26.84	47	24.35	50	33.45	33
Oklahoma	34.76	17	36.68	16	35.34	21	36.38	22
Oregon	27.87	39	28.82	41	31.45	35	32.03	38
Pennsylvania	32.82	24	33.64	24	33.26	32	34.90	27
Rhode Island	31.37	34	32.75	27	33.30	31	30.78	43
S. Carolina	24.12	48	28.55	42	28.97	43	25.76	48
S. Dakota	40.01	8	42.25	4	39.15	8	38.68	10
Tennessee	29.23	37	32.39	31	32.39	34	33.94	31
Texas	40.10	7	40.56	5	39.95	6	40.26	7
Utah	27.79	40	28.26	43	29.25	42	28.12	45
Vermont	42.49	3	38.00	10	40.93	4	41.31	5
Virginia	25.71	46	25.70	49	30.28	40	30.34	44
Washington	35.26	16	35.73	17	36.81	16	36.76	17
W. Virginia	19.65	50	27.00	46	22.66	51	23.45	50
Wisconsin	32.59	27	35.68	18	35.38	20	35.75	22
Wyoming	32.55	28	36.99	15	38.21	11	38.01	13
National Average	32.84		34.03		34.30		35.72	

SOURCE: National Federation of State High School Associations, Kansas City, Mo. ***Sports Participation Survey*** *(1978, 1979, 1980 and 1981).*

CHART 4

Overall Rankings
Based on Percentage of Female Participation in Three Categories: Principals, Athletics and Vocational Education

Rank	State	Percent
1	D.C.	35.11
2	Maryland	29.86
3	Kansas	27.61
4	California	27.11
5	Massachusetts	26.87
6	Florida	25.16
7	Alaska	24.49
8	Iowa	24.48
9	Texas	23.86
10	Washington	23.79
11	Hawaii	23.71
12	Tennessee	23.61
13	Vermont	23.45
14	New York	22.76
15	New Mexico	22.41
16	Maine	21.98
17	Montana	21.85
18	Louisiana	21.80
19	Virginia	21.76
20	Minnesota	21.70
21	New Hampshire	21.67
22	Wyoming	21.49
23	Michigan	21.45
24	Arizona	21.25
25	Colorado	21.12
26	Oklahoma	21.01
27	Delaware	21.00
28	Arkansas	20.69
29	Nebraska	20.68
30	Nevada	20.54
31	Connecticut	20.15
32	Missouri	20.09
33	South Carolina	20.08
34	Oregon	19.90
35	Illinois	19.77
36	Georgia	19.65
37	South Dakota	19.59
38	Ohio	19.27
39	Rhode Island	19.19
40	Kentucky	18.97
41	New Jersey	18.89
42	North Carolina	18.82
43	West Virginia	18.58
44	Wisconsin	18.42
45	Idaho	18.09
46	Indiana	16.98
47	North Dakota	16.95
48	Pennsylvania	16.90
49	Mississippi	16.01
50	Alabama	15.36
51	Utah	14.97

Sources and footnotes for Chart 1, page 161.

**Data represents the most recent national data available for the categories of athletics, principals, and vocational education.*
*** The following six states do not report data on school administrators by sex: Alabama, Georgia, Kansas, Massachusetts, Nevada, and Tennessee.*
**** Montana did not report vocational education enrollments by sex to the Vocational Education Data System for fall 1978.*
*****Does not include Chicago*

SOURCES:
Athletics: National Federation on State High School Associations, Kansas City, Mo. ***Sports Participation Survey*** *(1978, 1979, 1980, and 1981).*
Principals: U.S. Department of Education, Office of Education Research and Improvement, National Center for Education Statistics, Washington, D.C. ***Statistics of Public Elementary and Secondary Day Schools, 1977-78 School Year (Final), Statistics of Public Elementary and Secondary School Systems, Fall 1979*** *and unpublished data for fall 1980.*
Vocational Education: U.S. Department of Education, Office of Education Research and Improvement, National Center for Education Statistics, Vocational Education Data System, Washington, D. C. Unpublished data, fall 1978.

September 1982

PEER

Summary of The Regulation* for Title IX Education Amendments of 1972

Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into six categories: general matters related to discrimination on the basis of sex, coverage, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for the Improvement of Education.

Subpart A

General Provisions — § 106.3 - 106.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must have completed the evaluations and steps to overcome the effects of bias by July 21, 1976. A description of these steps must be kept on file for three years after completion.

The regulation also requires that recipients adopt and publish grievance procedures to resolve complaints alleging discrimination prohibited by Title IX. Victims of discrimination are not required to use these procedures—they may file a complaint directly with the U.S. Department of Education (ED).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

* 45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Office for Civil Rights, Public Affairs, U. S. Department of Education, 330 C St., SW, Rm. 5114, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. PEER has received support from a number of foundations, including the Carnegie Corporation, the Ford Foundation, the Charles Stewart Mott Foundation and the Rockefeller Family Fund. The project monitors enforcement progress under federal law forbidding sex discrimination in education. 1112 13th Street, NW, Washington, D.C. 20005 (202) 332-7337. Director: Holly Knox. Associate Director: Lynda Martin-McCormick. Staff: Carol Blum, Theresa Cusick, Chris Lundberg, Jayne Parker, Leanne Poteet, Diana Roper, Vivian Staples, Jennifer Tucker.

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Subpart B
Coverage — § 106.11 - 106.17

This section explains what's covered by Title IX and contains a number of exemptions. See page one.

Subpart C
Admissions — § 106.21 - 106.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. ED will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

Subpart D
Treatment of Students — § 106.31 - 106.42

General Coverage — § 106.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 106.32 and 106. 33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 106.34 and 106.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 106.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 106.37 and 106.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

• provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;

• assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;

• employ students in a way that discriminates against one sex, or provides services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can go only to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

• select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;

• allocate sex-restricted awards to students already selected in such a fashion; and

• ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 106.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 106.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 106.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, ED will consider whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but ED "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Textbooks — § 106.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

Subpart E
Employment — § 106.51 - 106.61

General Provision — § 106.51 - 106.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agree-

ments which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 106.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 106.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnanacy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 106.58

The obligation to comply with this regulation is not precluded by any state or local laws.

Subpart F

Enforcement Process — § 106.71

In enforcing Title IX, the U.S. Department of Education will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures, ED must investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occured may be sent to the Assistant Secretary for Civil Rights, U.S. Department of Education, 330 C Street, SW, Rm. 5000, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state. ED also conducts compliance reviews — broad based investigations of school districts or universities initiated by ED.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to ED upon request.

Discrimination complaints must be filed with ED within 180 days of the date of discrimination. If after this investigation, ED finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, ED may then begin administrative hearings which could lead to termination of federal financial assistance.

ED can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

*The full text of these procedures appears at 34 CFR §§ 100.6 - 100.11 and 34 CFR Part 101. See also PL 94-482, § 407.

Reprints of this **Title IX Summary** are available from PEER. Single copies $.75, multiple copies $.50 each. Please add $.50 for postage and handling. Mail check or money order to PEER, P.O. Box 28066, Washington, D.C. 20005.

Sources of Help

Did you know that your school district may be able to receive FREE help in the form of:

- workshops on attitude and behavior change;
- state conferences on Title IX and equity issues;
- advice on techniques for teachers of previously single-sex classes, such as physical education or vocational education;
- individual consultations on whatever issues the district chooses.

The U.S. Department of Education's Equal Education Opportunity Program is aimed at eliminating sex discrimination in education. Established under Title IV of the Civil Rights Act of 1964, the EEO program has two parts: regional assistance centers and special state education agency projects. These Title IV programs have nothing to do with enforcement. Participation is entirely voluntary. School districts get this help only if they ask for it.

Most of this help cannot be requested by private citizens. Your school district or state department of education must make the request. Therefore, your local Title IX coordinator is a key person whom you want to encourage and support in asking for help. Bringing in free expertise would, after all, be to his or her credit and to the advantage of the school system.

Sex Desegregation Assistance Centers

There are 12 regional Sex Desegregation Assistance Centers. Each center serves several states.

Region I:
Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Ms. Leslie F. Hergert
The NETWORK, Inc.
290 South Main Street
Andover, MA 01810
(617) 470-1080

Region II:
New York, New Jersey, Puerto Rico, Virgin Islands

Ms. Rebecca L. Lubetkin
Consortium for Educational Equity
Rutgers Univ./New Brunswick
Kilmer Campus
New Brunswick, NJ 08903
(201) 932-2071

Region III:
Pennsylvania, Delaware, Maryland, West Virginia, Virginia, District of Columbia

Dr. David Sadker
The American University
School of Education
4900 Massachusetts Avenue N.W.
Washington, DC 20016
(202) 686-3511

Region IV:
North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Kentucky, Tennessee

Dr. Gordon Foster
University of Miami
School of Education
P.O. Box 245065
Coral Gables, FL 33124
(305) 284-3213

Region V:
Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota

Dr. Charles D. Moody, Sr.
The University of Michigan
1036-54 School of Education Building
Ann Arbor, MI 48109
(313) 763-9910

Region VI:
Texas, Louisiana, Oklahoma, Arkansas, New Mexico

Dr. Bennat C. Mullen
Stephen F. Austin State University
Box 3010A SFA Station
Nacogdoches, TX 75962
(713) 569-5307

Region VII:
Iowa, Nebraska, Kansas, Missouri

Dr. Charles I. Rankin
Kansas State University
College of Education
Dept. of Administration
Found-Bluemont Hall
Manhattan, KS 66506
(912) 532-6408

Region VIII:
North Dakota, South Dakota, Montana, Colorado, Wyoming, Utah

Dr. Percy A. Morehouse, Jr.
Weber State College
3750 Harrison Boulevard
Ogden, UT 84408
(801) 626-6650

Region IX:
California, Nevada, Arizona

Dr. Barbara Peterson
California State University/Fullerton
Project EQUITY
800 N. State College Blvd.
Fullerton, CA 92634
(714) 773-3329

Region X:
Hawaii, Guam, American Samoa, Trust Territories

Ms. Lisa Hunter
Far West Laboratory for Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3110

Region XI:
Oregon, Washington, Idaho

Dr. Barbara Hutchison
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204
(503) 295-0220

Region XII:
Alaska

Dr. Barbara Hutchison
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204
(503) 295-0220

State Education Agencies

Thirty-three states plus Puerto Rico are now receiving Title IV funds to help end sex discrimination in local school systems. If your state is one of them, find out whether your district is going to be part of their program.

Alabama
Dr. C.C. Baker
Alabama State Dept. of Education
Regulatory Services
501 Dexter Avenue
Montgomery, AL 36[illegible]
(205) 832-5465

California
Ms. Barbara Landers
California State Department of Education
Office for Sex Equity in Education
[illegible]21 Capitol Mall, Room 544
Sacramento, CA 95814
(916) 322-7388

Colorado
Ms. Jeanette Ray Goins
Colorado Department of Education
Equal Education Services Unit
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-2168

Connecticut
Ms. Eve Hendricks
Connecticut State Board of Education
Division Administrative Services
P.O. Box 2219
Hartford, CT 06115
(203) 566-5839

Delaware
Mr. Horacio D. Lewis
State Department of Public Instruction
John G. Townsend Building
State Educational Agency
P.O. Box 1402
Dover, DE 19901
(302) 736-4885

Florida
Ms. Nancy Benda
Florida Department of Education
Equal Educational Opportunity Programs
WJS Bldg.
Tallahassee, FL 32301

Georgia
Dr. Peyton Williams, Jr.
Georgia State Department of Education
State Schools and Special Services
312 State Office Bldg.
Atlanta, GA 30334
(404) 656-2402

Hawaii
Mr. Thomas S. Yamashita
Hawaii State Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-6451

Idaho
Ms. Helen Werner
Idaho State Department of Education
Division of Federal Programs
650 W. State Street
Boise, ID 83720
(208) 334-3225

Illinois
Ms. Patricia E. Wofford
Illinois State Board of Education
Equal Educational Opportunity
100 North First Street
Springfield, IL 62777
(312) 793-3227

Indiana
Ms. Joan Murray
Indiana Department of Public Instruction
Sex Desegregation Unit
Room 229-State House
Indianapolis, IN 46204
(317) 927-0155

Iowa
Mr. Bill Bean
Iowa Department of Public Instruction
Educational Equity Section
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3848

Maine
Ms. Jane M. Riley
Education Bldg., Station 23
Maine Department of Educational &
Cultural Services
Augusta, ME 04333
(207) 289-2796

Maryland
Ms. Ann Lang Irvine
Maryland State Department of Education
Office of the Superintendent,
Equal Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2236

Michigan
Ms. Jo Jacobs
Michigan Department of Education
Office of Sex Equity in Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-3497

Minnesota
Dr. Gregory Waddick
State of Minnesota
Department of Education
Equal Educational Opportunity Section
550 Cedar Street
St. Paul, MN 55101
(612) 296-5061

Mississippi
Ms. Jane Goodson
Mississippi State Department of Education
P.O. Box 771
Jackson, MS 39025
(601) 354-7204

Montana
Ms. Judith A. Johnson
Assistant Superintendent
Department of Special Services
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 449-3693

Nebraska
Mr. Jack Baillie
Nebraska Department of Education
Division of Instructional Services
P.O. Box 94987
Lincoln, NB 68509
(402) 471-2481

New Hampshire
Dr. Neal D. Andrew, Jr.
New Hampshire State Department of Education
Office of the Commissioner
State House Annex
Concord, NH 03301
(603) 271-3145

New Jersey
Dr. Diego Castenanos
New Jersey State Department of Education
Office of Equal Educational Opportunity
P.O. Box 2019
Trenton, NJ 08625
(609) 984-5983

New York
Dr. Leroy L. Ramsey
New York State Department of Education
Division of Intercultural Relations
Washington Avenue
Albany, NY 12234
(518) 474-3934

North Dakota
Dr. Jim Davis
Department of Public Instruction
Sex Desegregation Program
State Capitol Building
Bismarck, ND 58505
(701) 224-4557

Oklahoma
Mr. Van Wright
Oklahoma State Department of Education
Human Relations Section
2500 North Lincoln Blvd.
Oklahoma City, OK 73105
(405) 521-2841

Oregon
Mr. Arnie Leppert
Oregon State Department of Education
Equal Educational Opportunity Unit
942 Lancaster Drive N.E.
Salem, OR 97310
(503) 378-3573

Pennsylvania
Mr. Conrad D. Jones
Pennsylvania Department of Education
Bureau of Equal Educational Opportunity
333 Market Street
Harrisburg, PA 17108
(717) 787-9531

Puerto Rico
Mrs. Ileana Rivera de Agostini
Department of Education
P.O. Box 759
Hato Rey, PR 00919
(809) 754-0934

Rhode Island
Mr. Frank R. Walker, III
Rhode Island Department of Education
Office for Civil Rights
22 Hayes Street-Room B11A
Providence, RI
(401) 277-2648

South Dakota
Ms. Paulette R. Levisen
Equal Educational Opportunities
Division of Elementary & Secondary Education
Illinois Street, Kneip Building
Pierre, SD 57501
(605) 773-3293

Texas
Mr. Gilbert Conoley
Texas Education Agency
Division of Technical Assistance
201 E. 11th Street
Austin, TX 78701
(512) 475-5959

Utah
Ms. Beth L. Davis
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(601) 533-7193

Virginia
Dr. V. Wendell Hylton
Department of Education
Office of Technical Assistance for School Desegregation
9th Street Office Building, P.O. Box 60
Richmond, VA 23216
(804) 786-3750

West Virginia
Mr. James Gladwell
West Virginia Department of Education
Bureau of Services and Federal Assistance
B-252, 1900 Washington Street E
Charleston, WV 25305
(304) 348-2700

U.S. Office For Civil Rights

The U.S. Department of Education is responsible for enforcing Title IX of the Education Amendments of 1972. At some point in your campaign you may decide that the best strategy is to file a formal Title IX complaint. If so, this is the federal agency to go to. OCR has ten regional offices. We suggest calling them first before filing your charges. They ask for a few basic facts before looking into any complaint. They can also explain your rights under their rules and procedures. PEER also has a pamphlet that is helpful in filing complaints, called "Anyone's Guide to Filing A Title IX Complaint," ($1.25 for single copies, $1.00 for multiple copies). Send us a copy of your complaint. Knowing what is going on around the country helps us push the Department of Education for stronger enforcement.

Region I:
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Director, Office for Civil Rights, ED
140 Federal St., 14th Floor
Boston, MA 02110
(617) 223-4248

Region II:
New Jersey, New York, Puerto Rico, Virgin Islands

Director, Office for Civil Rights, ED
Room 33-130
26 Federal Plaza
New York, NY 10278
(212) 264-4633

Region III:
Delaware, Maryland, Pennsylvania, Virginia, Washington, D.C., West Virginia

Director, Office for Civil Rights, ED
3535 Market St., P.O. Box 13716
Philadelphia, PA 19101
(215) 596-6771

Region IV:
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Director, Office for Civil Rights, ED
101 Marietta St., N.W.
Atlanta, GA 30323
(404) 221-2954

Region V:
Illinois, Minnesota, Wisconsin

Director, Office for Civil Rights, ED
300 South Wacker Dr., 8th Floor
Chicago, IL 60606
(312) 353-2520

Michigan, Ohio, Indiana

Chief, Elementary and Secondary Education*
Office for Civil Rights, ED
55 Erieview Plaza, Room 222
Cleveland, OH 44114
(216) 522-4970

*Please note: The Cleveland office handles complaints against elementary and secondary schools only. Complaints against colleges and universities anywhere in Region V should be sent to the Chicago office.

Region VI:
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Director, Office for Civil Rights, ED
1200 Main Tower Building, 19th Floor
Dallas, TX 75202
(214) 767-3951

Region VII:
Iowa, Kansas, Missouri, Nebraska

Director, Office for Civil Rights, ED
1150 Grand Ave., 7th Floor
Kansas City, MO 64106
(816) 374-2474

Region VIII:
Colorado, Montaka, North Dakota, South Dakota, Utah, Wyoming

Director, Office for Civil Rights, ED
1961 Stout St.
Federal Office, Bldg., Room 1194, 13th Floor
Denver, CO 80294
(303) 837-2025

Region IX:
Arizona, California, Hawaii, Nevada

Director, Office for Civil Rights, ED
1275 Market St., 14th Floor
San Francisco, CA 94102
(415) 556-8592

Region X:
Alaska, Idaho, Oregon, Washington

Director, Office for Civil Rights, ED
1321 Second Ave.
M/S 624
Arcade Plaza Bldg.
Seattle, WA 98101
(206) 442-2990

Women's Educational Equity Act Program

WEEA, the Women's Educational Equity Act, was passed by Congress in 1974 with the goal of promoting educational equity for girls and women in the United States. To pursue this goal the WEEA Program, U.S. Department of Education, has provided grants for the development of educational materials and programs. As a result of WEEA's funding a wealth of resources is now available for educators, students, parents, community groups, state educational agencies, local schools, professional organizations, and others interested in issues of educational equity. Some products are designed specifically to address the needs of minority women, rural women, and other groups.

For information on how to apply for a grant, write or call:

The Women's Educational
Equity Act Program
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 2031, FOB #6
Washington, DC 20202
(202) 245-2181

The **Education Development Center (EDC)** in Newton, Massachusetts, operates the WEEA Publishing Center. Write or call EDC for their catalogue.

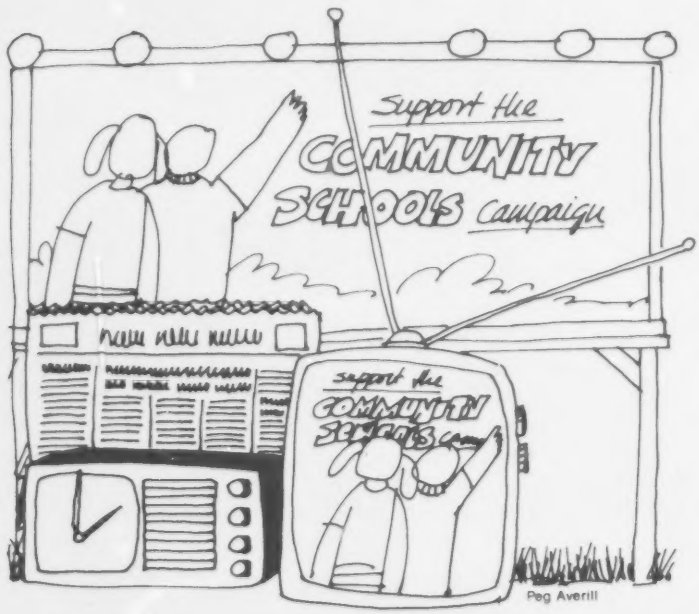
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
(617) 969-7100
Call toll free: 800-225-3088 outside Massachusetts

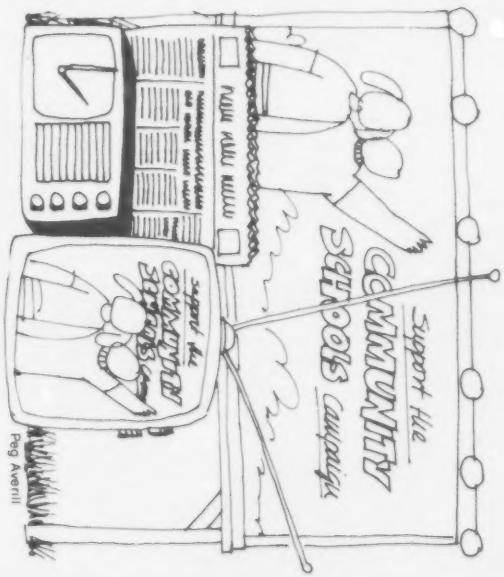
Artwork

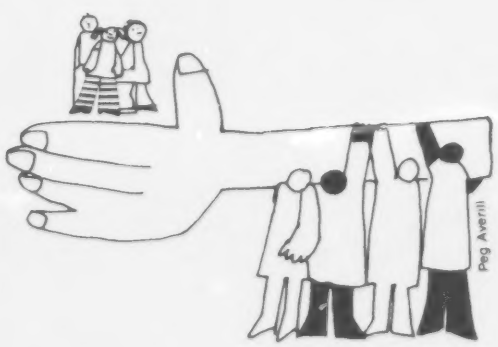
For Brochures, Flyers and Other Campaign Materials

The following pages contain "camera-ready" artwork you can use in creating your campaign materials. We've reproduced graphics in assorted sizes, ready to be clipped and pasted down. If needed, your printer can reduce or enlarge any of them to fit the space you have. When using a graphic, please retain the artist's "bug" that is with it as a courtesy for the use of the graphic.

Other sources of inexpensive copyright-free graphics include: *Dover Pictorial Archive Series* by Dover Publications (for a free catalogue write to Dept. Pictorial Archive, Dover Publications, Inc., 180 Varick Street, New York, NY 10014); *Clip Art* books by Artmaster (for a free catalogue write to Artmaster, 550 North Claremont Blvd., Claremont, CA 91711); and other graphics publications sold in graphic arts supply stores.







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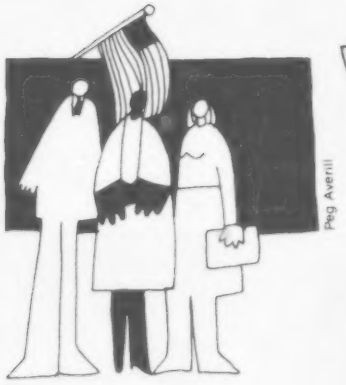
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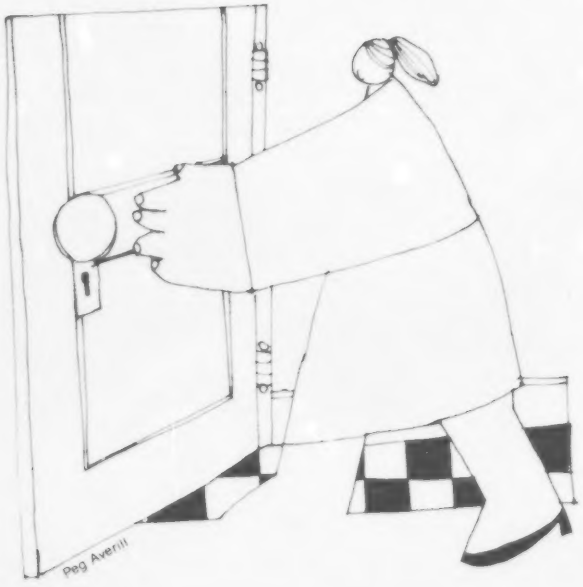
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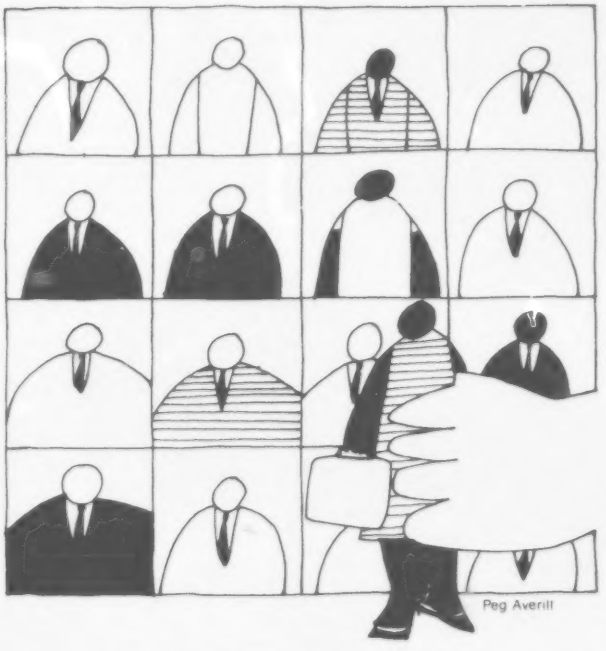
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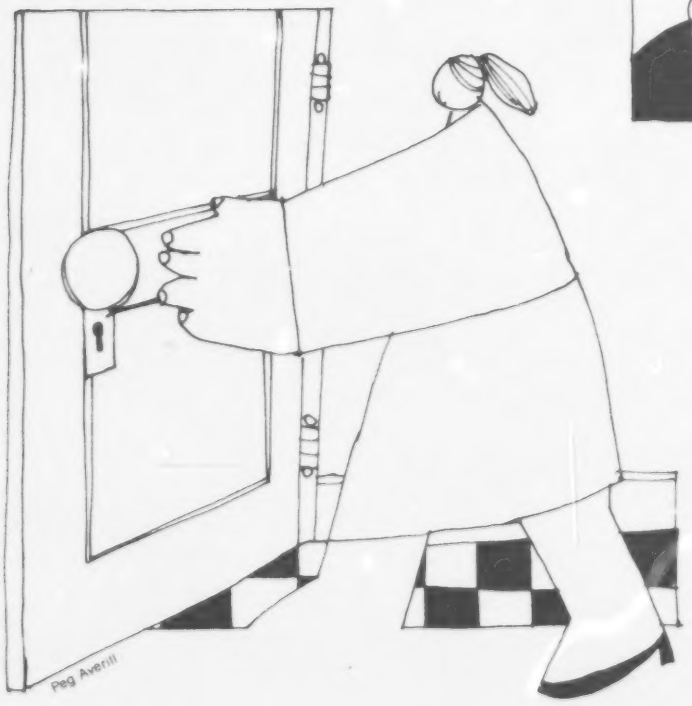
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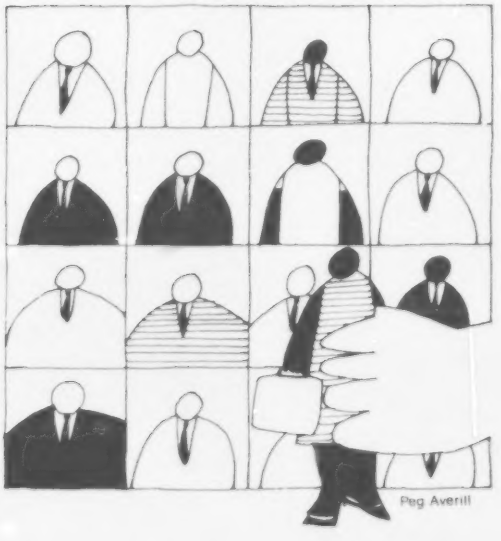
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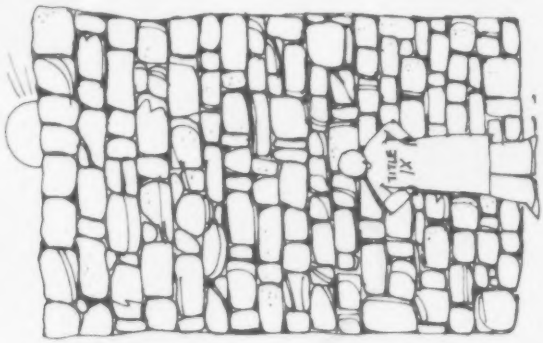
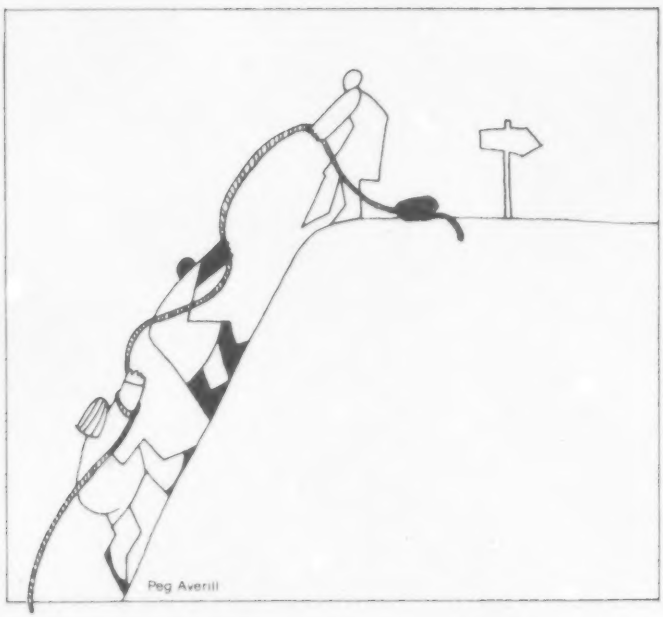

TITLE IX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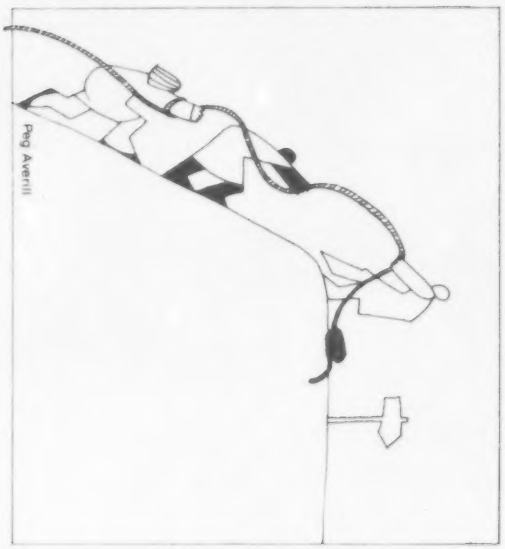
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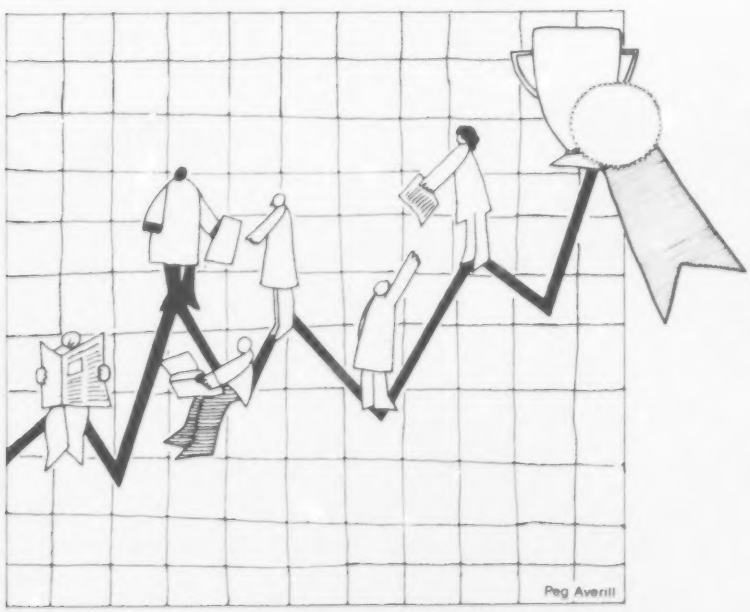
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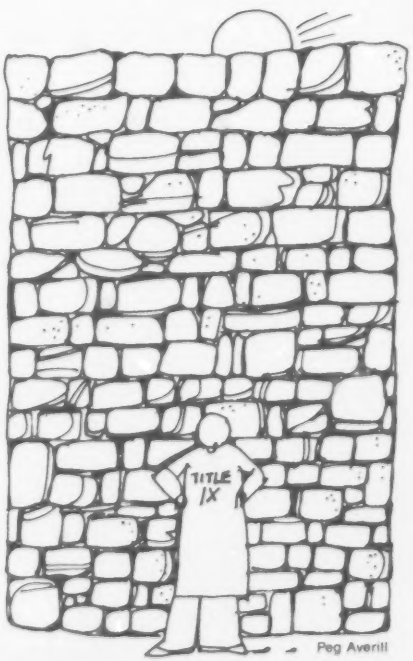
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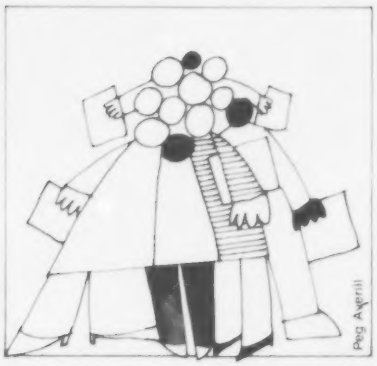
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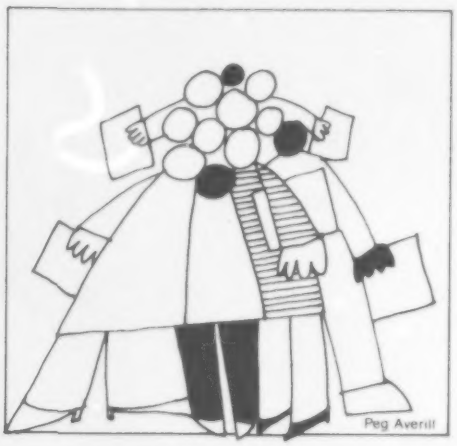
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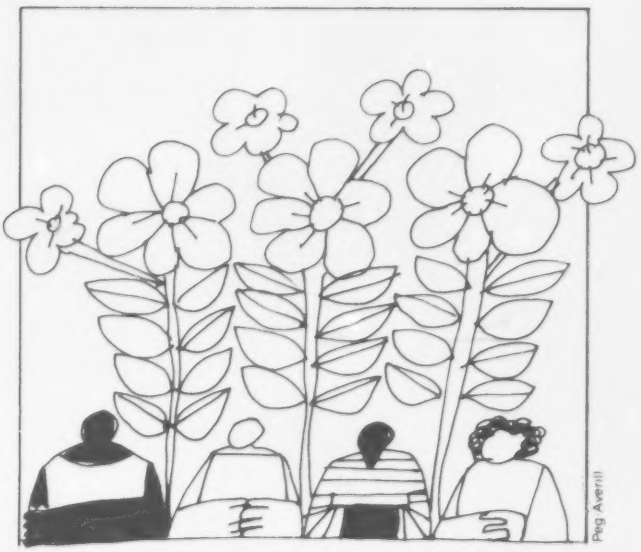
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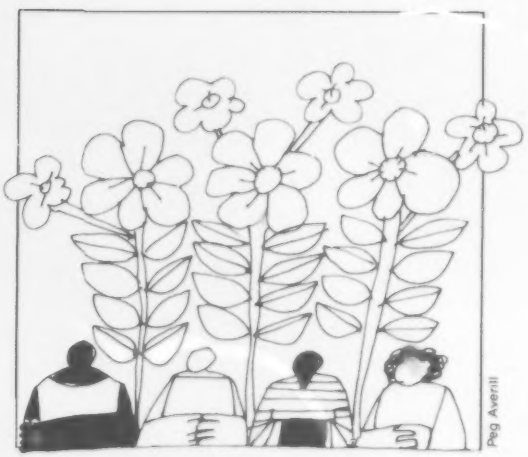
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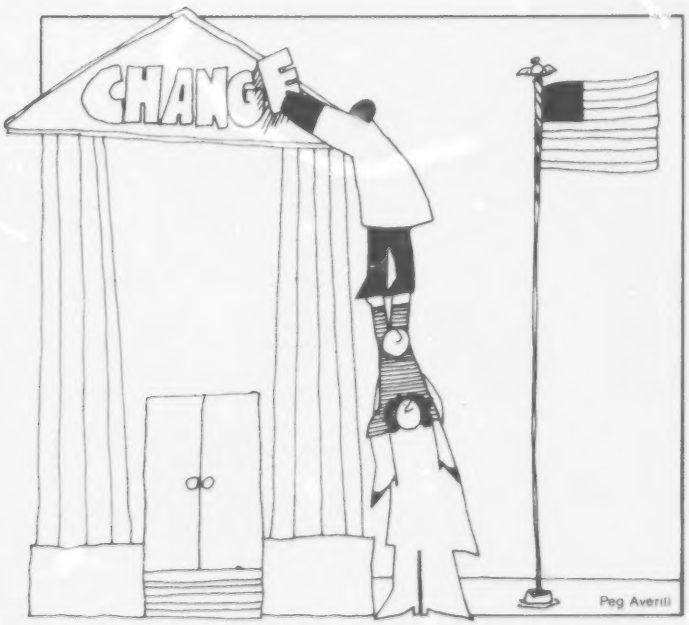
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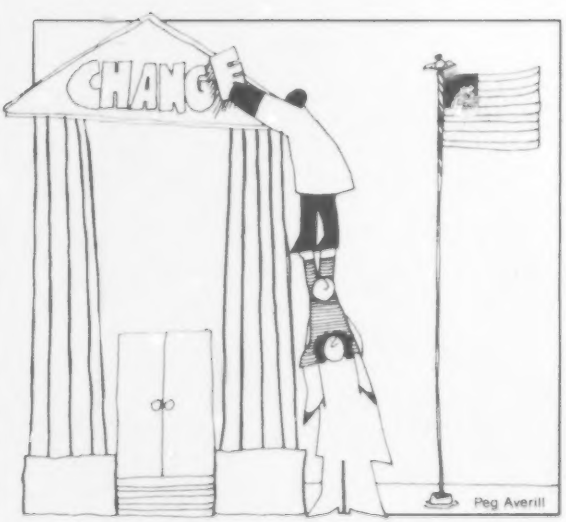
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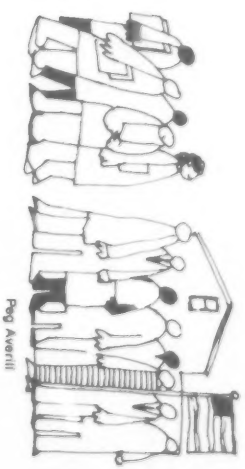
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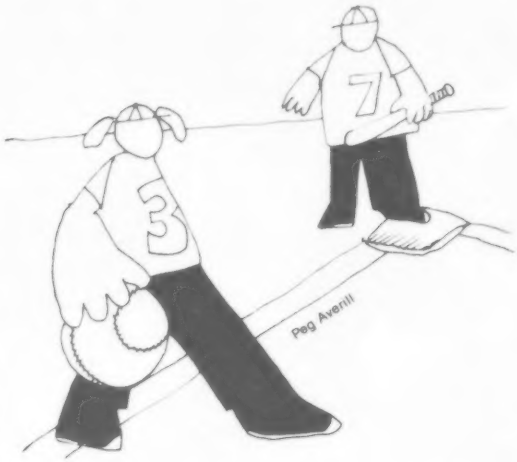

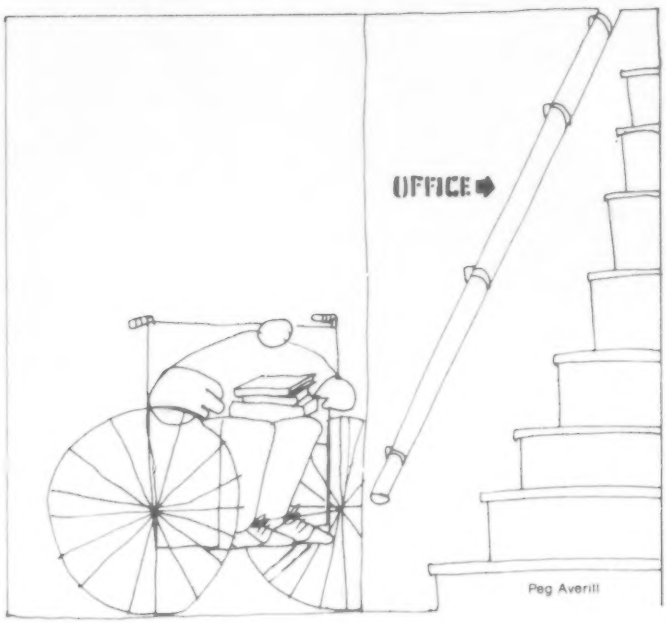

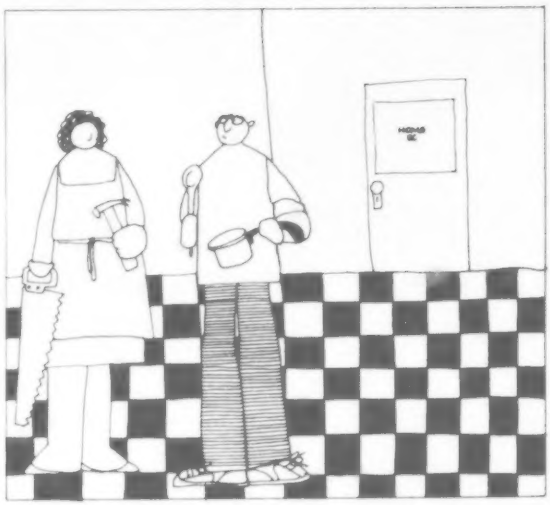

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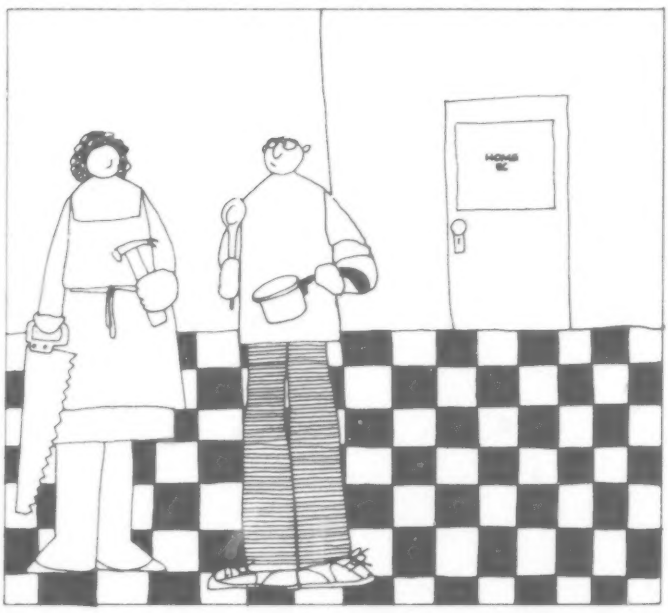

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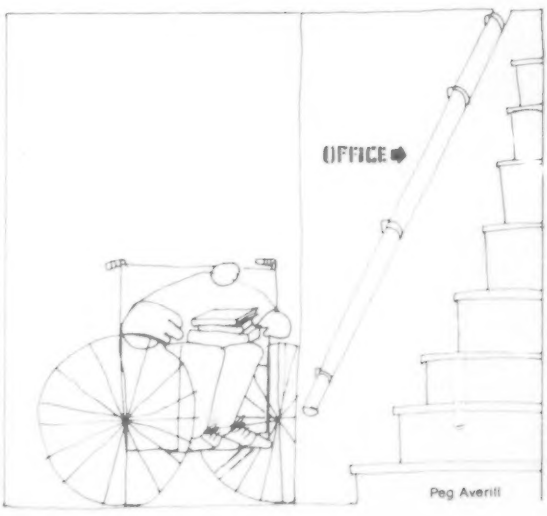

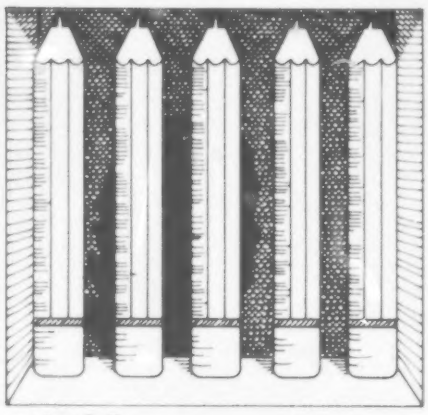

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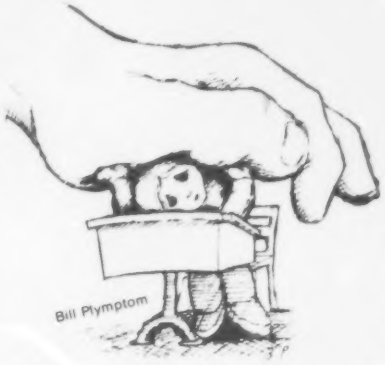

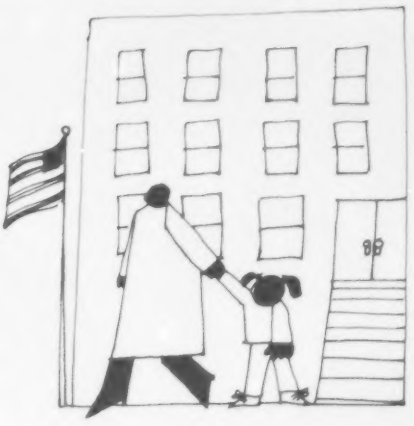

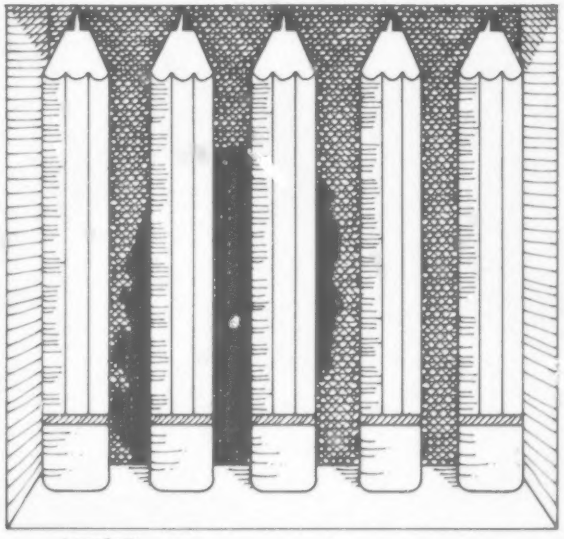

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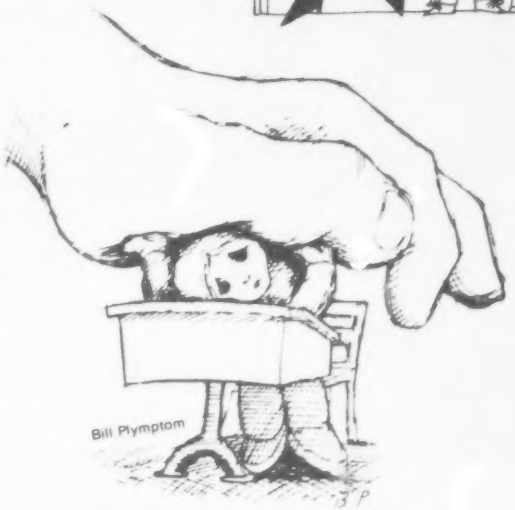

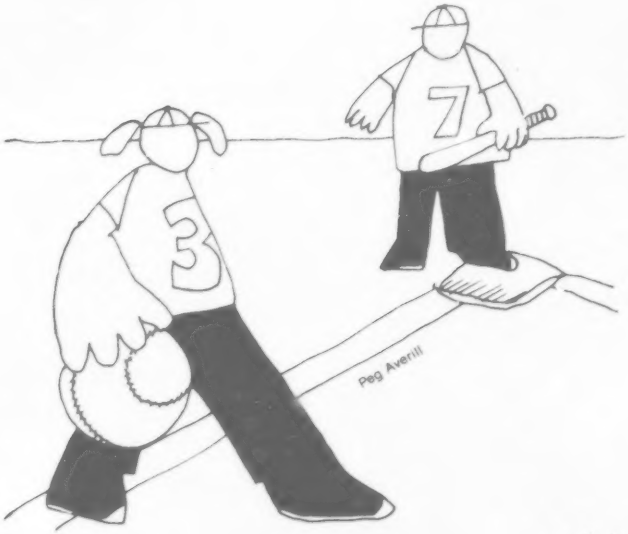

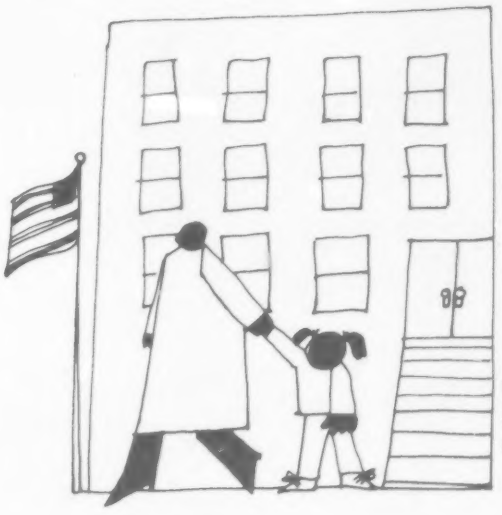

Barbara Ferry

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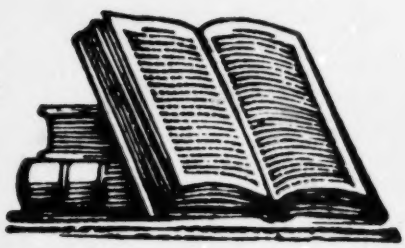

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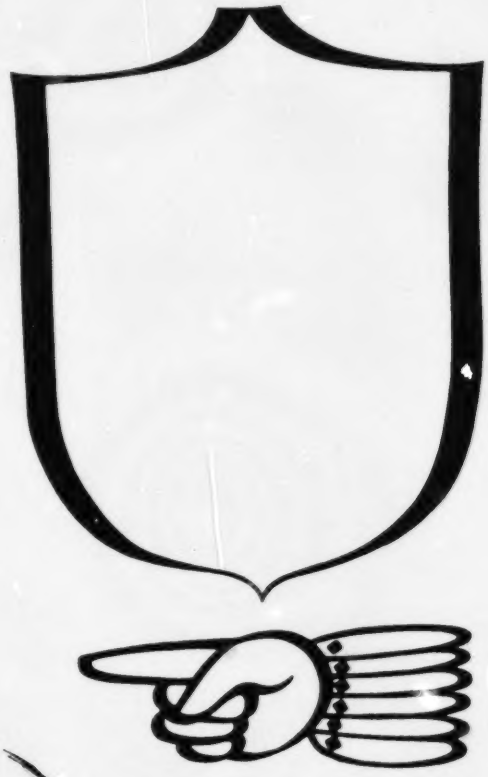

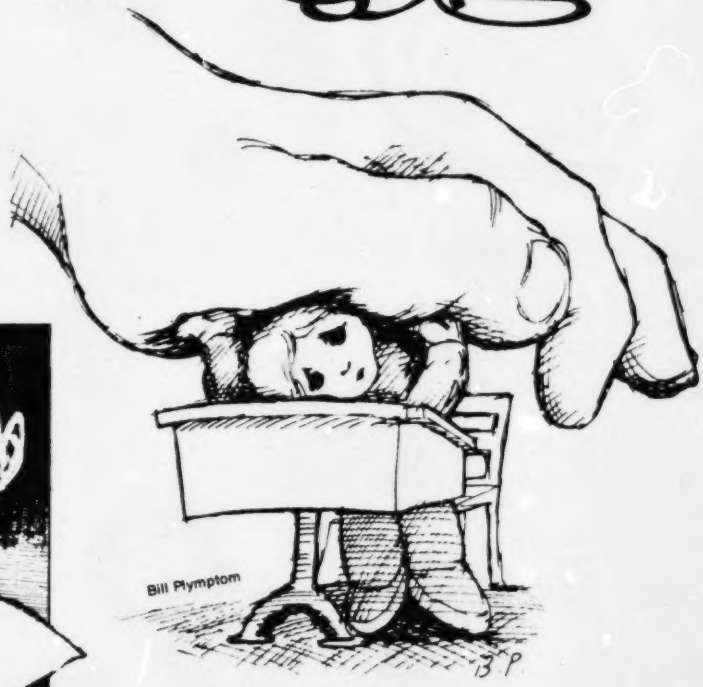
Bill Plymptom

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